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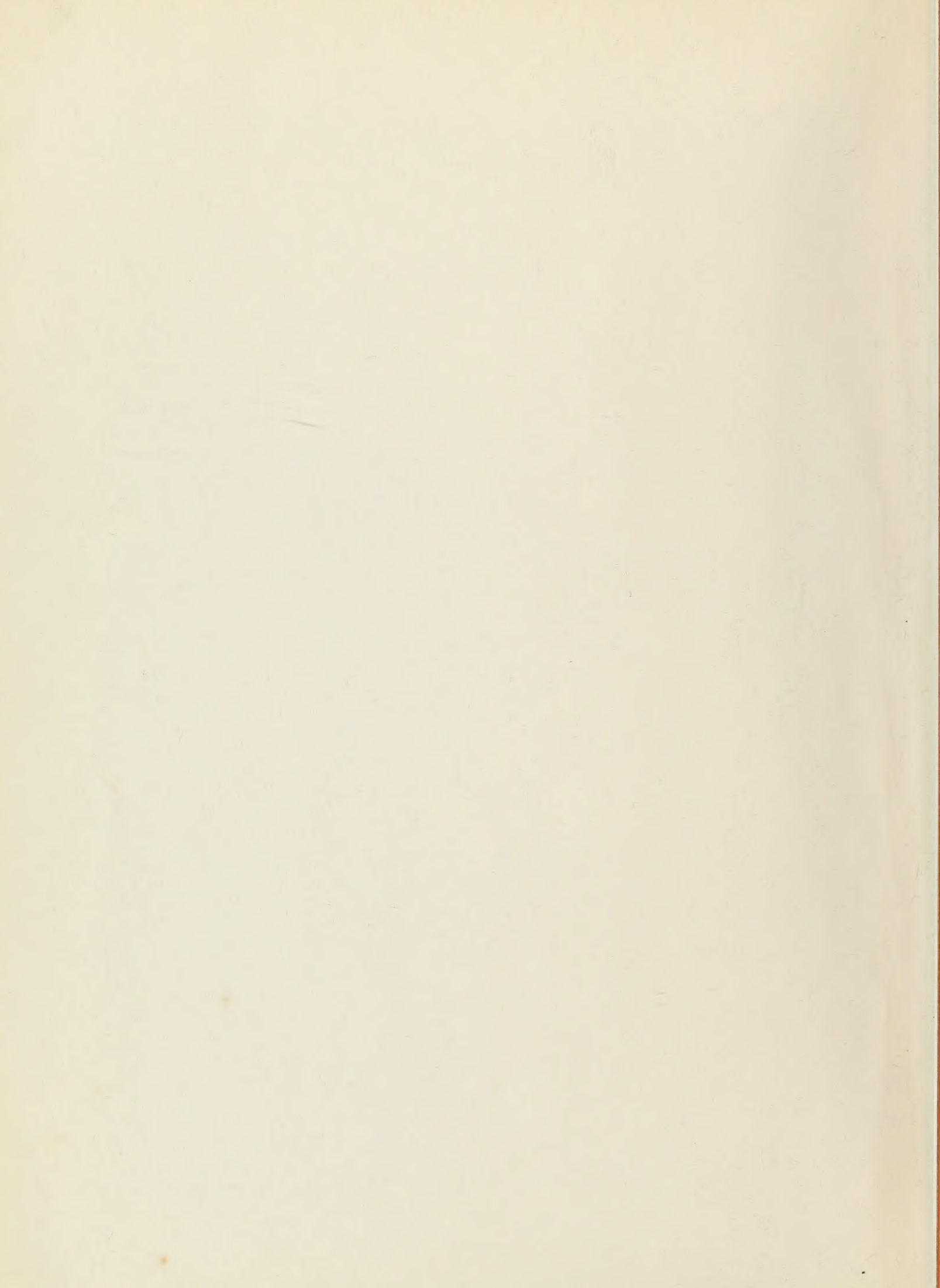
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# ILLINOIS TEACHER OF HOME ECONOMICS

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## DESIGNING FOR CHANGE

### Foreword

### CONSUMER EDUCATION FOR DISADVANTAGED ADULTS

#### A Guide for Teachers

*Hazel Taylor Spitze* . . . . . 1

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## FOREWORD

With this issue, we introduce Volume XI of the Illinois Teacher of Home Economics. Editors for this issue on consumer education for disadvantaged adults are Professor Hazel Spitze and Mrs. Ann Stice, Research Assistant. Professor Spitze teaches courses in adult education in home economics in the Department of Vocational and Technical Education at the University of Illinois. For the past several years, her research has been in the area of home economics for economically and culturally disadvantaged adults. Mrs. Stice has assisted her in various phases of the research.

During 1967-68 Professor Spitze will be on leave in order to accompany her husband, Professor Robert Spitze, who will be on sabbatical leave. The Spitzes will be located in London, England, for the first semester and in Washington, D.C., during the second semester.

Professor Amy Jean Holmblade Knorr will serve as a member of the Home Economics Education Division during Professor Spitze's absence. Other staff changes which may be of interest to our readers are as follows: Professor Elizabeth Simpson will serve as Acting Chairman of the Department of Vocational and Technical Education during the two-year absence of Professor M. Ray Karnes, who is Chief-of-Party of a University of Illinois group working at Njala University College, Sierra Leone, Africa. Professor Mary Mather will serve as Acting Chairman of the Division of Home Economics Education during this period. Mrs. Bessie Hackett, who has been Research Assistant in the Division of Home Economics Education, will assume full-time teaching duties during 1967-68, at the same time she continues pursuing her studies at the doctoral level.

--Elizabeth Simpson



CONSUMER EDUCATION FOR DISADVANTAGED ADULTS:  
A GUIDE FOR TEACHERS



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CONSUMER EDUCATION FOR DISADVANTAGED ADULTS:  
A GUIDE FOR TEACHERS

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# CONSUMER EDUCATION FOR DISADVANTAGED ADULTS: A GUIDE FOR TEACHERS

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This issue of the *Illinois Teacher* is especially for those who are attempting to teach adults with a low level of literacy, but some of the content may be useful to anyone teaching consumer buying and money management at any level.

Under-educated adults usually have tremendous consumer problems, some recognized and some unrecognized. Some of these adults actually believe that they have no choices to make. With income so low and living situations so difficult, they believe that life "just happens"; and indeed it does. If one thinks he has no control, he will not attempt to exercise any. If he sees a thing as impossible, he will have no motivation to try.

Hence, the first point of attack for a "consumer educator" may be to convince the disadvantaged adults under his tutelage that they are, in fact, making choices. When a mother gives each of her six children a dime for "pop," she has decided not to spend that sixty cents on milk, books, or shoes. When she buys a fifteen-dollar picture to hang on her wall (from a door-to-door salesman at two dollars a week), she has decided not to use that amount of money to buy furniture or to pay the rent. But she may not be aware of these decisions. She may know merely that when the rent collector came, there was no money. And under-educated adults may say yes because they do not know how to say no. For example, one woman paid extra for a television set which she did not want in her hospital room because she lacked sufficient aggressiveness to ask to have it removed.

Under-educated adults need help to see relationships. They need experiences which point out that one does not say yes or no to a high pressure salesman simply in terms of whether he wants, or does not want, the item the salesman is trying to sell. This decision is related to many other decisions that must be made to meet family needs. And here one can lead into *planning*, a concept quite foreign to many, but not all, low income families.

Planning ahead can, of course, affect spending, and it can affect long-term consumer satisfaction. But if one is not accustomed to planning ahead and he sees no relation between planning and his own recognized problems, he is not likely to begin planning. In order to change, one must, first, be dissatisfied with his present state of affairs and, second, he must see the proposed change as having some probability of improving the state of affairs. Perhaps if the teacher can get someone in the class to plan for something small which will show rather immediate



and satisfying results, the demonstration will encourage more planning. For example, if a mother could pre-plan her weekly grocery shopping and have two dollars left over to buy "something pretty for the house," she could experience satisfaction with planning and share this with others.

As in all education, one must begin where the learner is<sup>1</sup> and try to meet his individual needs. How does one discover the needs of a group of disadvantaged adults? Certainly not by suggesting that "we list our problems on the board and decide together what to study." They might say, quite honestly, that they had no problems--meaning either that they were unaware or that the word *problem* to them connoted difficulty with "the law," being beaten by a drunken spouse, a child being expelled from school, or some other crisis situation; and although their lives are series of crises, they might not at that moment be involved in one. So, if the teacher cannot find out needs by asking, what can she do?

By indirect means, needs can more readily be ascertained. If individual interviews or conferences are possible, some information may be gained which would not be divulged in a group situation. If the students can write, some might be willing to respond to a check sheet of simply worded items, such as, Do you ever wonder why some people with the same size paycheck as yours seem to buy more with it?

If the rapport is good within the group, some indirect questions might elicit discussion that would identify felt needs. For example:

What would you like to have that you cannot now afford?  
 What would you like to do that you are not able to do now?  
 Why can you not do it now?  
 What would you like most to learn about, or learn to do?  
 If you had three wishes, what would they be?  
 If you found \$20 on the street and could not find the owner,  
 what would you do with it?

The teacher could answer the questions, too, and the whole group might begin to feel better acquainted and more at ease.

Another possibility is to get the group involved in some skill activity and listen to the conversations that arise. The activity can range from sewing to making toys for the children, or from handicrafts to knitting. By whatever means, felt needs must be identified and the educational program built upon this knowledge. Unrecognized needs may come into awareness as the study proceeds. Students may help each other in this regard even more than the teacher can.

Many of the beliefs expressed in the foregoing have been acquired through the experience of working with a class of low income mothers over a two-year period. Most were receiving Aid to Dependent Children payments. Information about this project has been reported in a previous *Illinois Teacher* (Vol. IX, No. 3) and in *Adult Leadership*, March 1967.

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<sup>1</sup>This is one of the principles emphasized in *Parent and Family Life Education for Low Income Families* (see Selected References).



The "Tuesday Meeting." Students, volunteer teachers,  
and children in front of the church where  
the meetings were held.

We called it Project HEVE (Home Economics Volunteers for Education) because several Home Economists in Homemaking participated as volunteers in teaching the class or in working with the pre-school children of the mothers.<sup>2</sup> The suggestions that follow are some that have been tried in this class. We do not claim "total success" for the class sessions or "meetings" we shall describe; often there was no discernible changed behavior at all. But the students did seem interested and seemed to enjoy the classes, and we feel that this is an essential first step. Little by little, we began to hear of some results of their learning.

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<sup>2</sup>*Volunteers for both 1965/66 and 1966/67: Jean Cooper; Alice Lansing; Eldora Longworth; Ann Stice. Volunteers for 1965/66 only: Wilma Birkeland; Leah Hendricks, Dottie Milazzo; Barbara McGrath; Dorothy Riley; Virginia Sargent. Volunteers for 1966/67 only: Barbara Crowley; Joan Hicks; Marge Laitinen; Shirley Cogdal; Doris Sublette; Mary Ann Stice; Elizabeth Easley.*



We tried to give a large measure of honest praise and to provide ample opportunities for student recognition. We believe strongly that success is a motivating force.

One of the volunteers, Mrs. Eldora Longworth, was asked during the latter part of the first year of Project HEVE to work on a related project as a paid teacher. The author served as consultant in this project of the Illinois Director of Adult Education and the Office of Economic Opportunity which resulted in the production of sixteen half-hour video tapes in Home and Family Living and a Teachers' Manual to accompany them. The experience of producing these "TV lessons" was used later in the classes and will be reflected in some of the plans described below. The tapes may be borrowed for showing on educational or commercial television stations. (Address is given with References on page 88.)

## Facilities

The physical arrangements for meetings such as those of Project HEVE are exceedingly important. We felt fortunate that facilities in a church were made available to us which

- (1) were located in the area where many of the mothers lived;
- (2) were flexible enough to permit variety in activities;
- (3) provided separate space for the children;
- (4) were spacious enough to prevent crowding;
- (5) encouraged all of us to feel on an equal basis as members of the group.

We emphasized the latter in arranging tables and chairs, usually in a circle or one big square, and we studiously avoided any arrangement which might separate Volunteers from "students" or place one person in a position of seeming authority.

We were pleased to have kitchen facilities since many of our meetings had a food emphasis, and we were grateful to be allowed a limited amount of storage space so that some things could be left there regularly.

If the group could have had space in a building that was "just theirs," some additional advantages might have accrued.

- (1) Improvements could have been planned and carried out by the group to add to their "club room's" attractiveness or efficiency.
- (2) Demonstrations in home decoration would have been possible on a broader scale.
- (3) Group cohesiveness might have developed more rapidly and more strongly.

There would have also been disadvantages, however, and the church facilities served very well. Meeting at other places occasionally added variety.

## Leadership

Who can work with disadvantaged adults? Not everyone, certainly. Some who attempt to answer this question emphasize characteristics or qualities of a person who is most likely to succeed. (See pages 60-61 for questionnaires which one might self-administer to evaluate some of these characteristics.)

Others advising about leadership for disadvantaged adults emphasize the "frame of reference" which a person needs. One of our volunteers, Mrs. Alice Lansing, put it this way:

One must be more anxious to learn than to teach. This is 'on the job training.' It is only as we perceive the disadvantaged and their problems that we can help them. When we totally grasp the situation, the teaching will pose fewer problems. Any worker who hopes to make a contribution, must first want to learn from those he hopes to teach. This is no job for a 'do-gooder.'

The value of using volunteers has, I feel, real potential. The use volunteers can be put to is, of course, dependent on their skills and their understanding of the problems of the poor. But I feel that a skillful leader can help the volunteer, who has few skills and little understanding of the problems, to acquire an education. As more people became acquainted with the problems the poor face, it is to be hoped that there will be more demand for changes in legislation. This is, of course, a long time view of things.

I also believe that the pooling of observations and ideas serves to increase the understanding of the problem for everyone.

In addition, I feel, it is important for the disadvantaged adults to learn that the volunteers are different from each other, just as they are. Having more than one 'leader' acquaints them with a larger number of affluent persons who are friendly-- and that is good.

Some of the volunteers in our group have declined positions of leadership in various organizations to which they belong in order to have time to continue in Project HEVE another year. Some have given more time than others, some have contributed in one way, some in another. Some provided transportation to meetings, some helped teach the adults or their children, some invited the disadvantaged adults to their homes, and some visited them in their own homes. All contributed in their own way at the weekly meetings. *All remembered to keep confidences!*

Many of the same ideas which our volunteers expressed are contained in the report of a New York City study entitled *Use of Volunteers in Public Welfare* (see Selected References at end of this issue). In discussing the "essential elements of a volunteer program in public welfare," the authors stress that volunteers can supplement and enrich the services that the agency gives and interpret the services and the people served to



the public. They also note that volunteers must have "a true commitment to those actions which will make the program effective" and that administrators and staff must be willing and able to give leadership to the volunteers. They state further that "the volunteer's performance should receive periodic evaluation, both for his satisfaction and growth and for the agency's purposes.... Recognition of the status and worth of the volunteers is an important aspect of the program" (pp. 6-9).

## Needs and Objectives

In our work with the group and in home visits we heard "students" verbalize such problems as:

"The landlord won't repair things."

"Can't get rid of mice and bugs."

"We're too crowded."

"We're sick so much."

"I'm tired of taking care of my grandchildren."

"I can't keep the clothes washed." (No washing machine, no car to get to automatic or do-it-yourself laundry, no money to use it.)

"The children want so many things."

"I just don't know how to make the money go around."

The "teachers" felt that there were these additional problems:

Diets are nutritionally inadequate.

High pressure salesmanship and advertising unduly influence spending.

There is no planning before spending.

Family does not think together about spending.

Family lacks skills.

Family buys services they could provide for themselves.

Objectives for the classes were set up on the basis of these problems as follows:

To help disadvantaged adults to

- increase their understanding of family and community resources and how these can be interchanged (e.g., time and skill for money);
- clarify their values and goals, as individuals and families;
- recognize that they are making choices;
- make consumer choices with more lasting satisfaction;
- increase their understanding of advertising and sales techniques;
- increase their skills useful in consumption of family resources;
- plan for family spending.

## Content

We thought the following content would be necessary or useful in working toward these objectives. This content is stated as general factual relationships to help both teachers and students to see that it is the *relationships* between concepts that are important. These statements can be grouped according to the concepts which they include if this is helpful to those using them. Statements of a more specific nature could be placed under the general ones to which they are related. More specific ones could be added as needed.

The chief point to be emphasized is that the students will not benefit from studying a series of "topics." If the *relationship* is not understood, there will be no reason to pay any attention to any topic. For example, if one does not believe that comparison shopping affects the satisfaction he gets from spending his income, why would he make the effort to go to several stores, read the ads in the newspaper, study the catalogs, etc., especially when transportation is difficult and one does not read very well?

Here, then, is what we tried to teach:

- All consumers have choices to make.
- One choice affects another.
- Information about alternatives affects choices.
- Development of skills may increase alternatives.
- Price is not a dependable guide to quality.
- Planning affects spending.
- Planning each purchase in relation to total family needs affects consumer satisfaction.
- Individual and family values affect consumer decisions.
- Understanding the probable consequences of holding a value may lead to change in the value.
- Keeping financial records affects planning for future spending.
- Decisions regarding the use of family income affect family harmony.
- Buying on credit increases cost of consumer goods and services.
- Cost of credit varies with lender, size of loan, length of loan.
- Individual, family and community resources affect consumer decisions.
- Consumer rights involve consumer responsibilities.

## The "Meetings"

The activities which we planned to encourage learning of the above content were based on certain beliefs about the teaching-learning situation. We believe, with Piaget, that in order to learn a generalization a person must have experiences through which to build it into his thinking. We do not believe that telling is teaching nor that learning can be forced. We think that if learning is to be continuous, it must be pleasant and it must be seen as useful. We think that motivation is higher and achievement is greater if learners are involved in planning and carrying out class activities and individual projects.

Hence, we tried to get the adult students to participate in planning



what to study, where to go on field trips, and the like. "Students" and "teachers" (often about equal in number) sat around a table together during discussions and all were on an "equal footing." When teachers provided transportation to class for students, we used the opportunity to learn more about their wishes, their problems, and their reactions to previous classes. When feasible, the children were involved in the adult activities, but most of the time they were supervised in a nursery-school type situation.

Some of the volunteers worked only with the children and others assisted occasionally. (See pages 81-87 for additional information about the children's activities.)

We shall describe in some detail a few of the "meetings" of Project HEVE and then mention some additional kinds of meetings through which we tried to aid these disadvantaged adults in improving their consumer skills. It must be recognized, of course, that we have made only a beginning. To change habits that have been built upon years of experience requires other years of experience. The meetings described below are not consecutive and are chosen to illustrate different kinds of activity and different relationships to be taught. Much of the activity dealt with food for the following reasons:

- (1) Food requires a high percentage of the family income of these disadvantaged adults.
- (2) Diet affects how one feels and thus influences consumer behavior.
- (3) Food is seen as important by these adults.
- (4) Food provides enjoyment and thus encourages continued learning.
- (5) Decisions about food are made daily and hence principles learned can be applied immediately, repeated often, and therefore remembered longer.

### Example 1: How Much Food Will Ten Dollars Buy?

We were thinking especially in this "lesson" of these objectives:

- To help students see concretely that choices of individual grocery items affect the value received for a given amount of money.
- To help students increase their knowledge of nutrition.
- To help students experience enjoyment while learning.
- To help students increase their understanding of how foods can be combined into balanced meals.
- To help students see some value in planning ahead for food buying.

And we sought to teach this *content*:

- The same food in different forms has different cost.
- Ready-to-serve foods usually cost more than home prepared dishes.
- Lesser grades of foods often have the same nutritive value as higher qualities.
- Seasonal foods cost more at some times of the year than at other times.
- Foods of differing cost may have the same nutritive value.
- Some grocery items have no nutritive value at all.

The class began with a skit in which two of the teachers portrayed homemakers just returned from the grocery store. They compared the contents of their grocery bags for which each had paid ten dollars, and then planned meals to see how long each would last. Real food or empty food packages lent concreteness to the situation. If desired, the skit could be extended to "putting away" the food and teaching some principles of storage.

Following the skit, the whole group discussed their own food buying experiences and suggested ways in which their choices had resulted in family satisfaction. Concepts and generalizations to be taught were emphasized during the discussion. Plans for the next trip to the grocery store were made by each person.

The skit (which was also on one of the video tapes mentioned earlier) follows:

#### How Much Food Will Ten Dollars Buy?

One homemaker, knocking on the door of the other, carries a huge bag of groceries containing the following:

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1 gal. whole milk               | 1 no. 2 can best quality canned peas |
| 2 lb. pork chops                | 10 oz. potato chips                  |
| 1 lb. steak                     | variety pack cereal                  |
| 1 lb. bacon                     | 1 doz. large eggs                    |
| 2 TV dinners                    | 1 lb. butter                         |
| 8 pack carton coke or other pop | 1 lb. fresh tomatoes                 |
| 1 frozen apple pie              | 1 lb. loaf oatmeal bread             |

The second homemaker, who is about to unload the *two* large bags of groceries which she just bought, answers the door. Her bags contain:



10 lbs. potatoes	2 doz. medium eggs
12 qt. box of dry milk	1 no. 2 can Grade C peas
1 lg. box cream of wheat	10 apples
4 lb. pork roast	2 loaves enriched white bread
1 lb. hamburger	1 46 oz. can tomato juice
1 chicken	1 small head cabbage
1 7 oz. can tuna	2 lb. carrots
1 lb. cottage cheese	1 large can frozen orange juice
1 lb. margarine	

Jane: "Hello, Judy. Glad you stopped by. It looks like you've been to the store. Come in."

Judy: "Yes, I'm loaded and I need to rest a little. I'm really beat today." (Noticing the other bag) "Have you bought groceries this morning, too?"

Jane: "Yes, I spent a \$10 bill. I was just about to put away all this."

Judy: "Just \$10 for so much. I spent \$10, too, and I only have one bag. How did you do so well?"

Jane: "I can show you as I put things away." (She takes out her meats: pork roast (4 lb.), hamburger (1 lb.), tuna (1 can), 1 chicken.) "Did you get any meat?"

Judy: (Taking out pork chops (2 lb.), steak (1 lb.), TV dinners (2), bacon (1 lb.).) "Yes, I got these yummy pork chops. Don't they look good? Eight of them for just \$1.92."

Jane: "I got pork, too, a pork roast--4 lbs. for a little over \$2. How much did your pork chops weigh?"

Judy: "I don't know. Let's see. Oh, here it is. 1 lb., 14 oz. Hmmm. I see you got more for your money, but this will make a good meal."

Jane: "I hope mine will make *two* good meals. Did you get any beef?"

Judy: "A piece of steak. Not very big, but it will be good. That was 98¢."

Jane: "I got a pound of hamburger for 59¢. I think I'll make a meat loaf this time. It will go a long way with some rice or oatmeal added to it. Did you get any more meat?"

Judy: "These two TV dinners. They're sure handy when I don't feel like cooking."

Jane: "Yes, they are, but so expensive. I hope you feel like cooking most of the time. I got a can of tuna for 27¢. Did you ever try it with noodles and a can of celery soup? That's almost as easy as TV dinners."

Judy: "No, but I must. I got a pound of bacon, too. We all love that."

Jane: "I didn't get bacon. Seems like it all cooks away in fat. Not much lean meat for the children to grow on. I got a chicken. Mine like chicken, and it goes a lot farther."

Judy: "Yes, I guess it does. Did you get any potato chips? My kids can eat a ton of them."

Jane: "No, I got my potatoes this way--10 lbs. for 59¢. What did your chips cost?"

Judy: (Looking to see) "Ten *ounces* for 59¢! You really beat me there! You won't scold me for buying bread, will you?" (She takes out a loaf of oatmeal bread) "It's oatmeal, the very best, and only 33¢."

Jane: "I got these *two* loaves of white enriched for 39¢."

Judy: "You *didn't*! I'm surprised that you'd buy white bread though. Isn't this better for us?"

Jane: "It has a *little* more food value, but *enriched* bread has a lot, too, and when it is so much cheaper, I can't see buying the fancy kinds. What else did you get?"

Judy: "I got a dozen eggs, the grade A large kind. That's good, isn't it?"

Jane: "I get them sometimes, but if the medium size is as much as 10¢ cheaper on the dozen, I get more for my money with them. This time they were. I got *two* dozen."

Judy: "I bet you'll brag on me for getting this gallon of milk, won't you?"

Jane: "Milk is good for us, of course, and the children need four glasses a day. I looked at that gallon and thought--that's *four* quarts and for 20¢ more I can get 12 quarts of this kind" (she pulls a box of dry milk out of her sack) "and the food value is almost the same. My children have learned to like to drink this, but if yours haven't yet, you could mix it half and half and make your gallon go twice as far. I don't think they could taste this difference, especially if you mixed it well and served it very cold."

Judy: "Maybe I'll try that."

Jane: "You can also use this to make hot chocolate. Mix 1 cup of dry milk, 1/2 cup sugar, and 1/4 cup (or 4 Tablespoons) of dry cocoa together and stir into 7 cups of water. We drink it every morning for breakfast. It's a good snack, too. Would you like a cup?" (If facilities permit, Jane actually mixes and serves. After the skit, the "audience" might be served, too.)

Judy: "Thanks. I'll have to make some. Maybe this will keep the kids from craving chocolate candy." (Taking out her 8 pack carton of "pop.") "I hate to show you this!"



- Jane: "You should! You know that has no food value. When the children ask for a drink at my house they get this." (She takes out a large can of frozen orange juice.) "Would you believe that this will make as many glasses as your 'pop' and for about half the cost? I sometimes freeze it into popsicles too, and the other day I stirred 4 T. of dry milk into a glass of it and we had a brand new drink. Orange milk shake!"
- Judy: "How do you think of so many things?"
- Jane: "Oh, I don't think of all of them by myself. I read magazines and talk to people. Even the newspaper has ideas I can try, and I get some from TV."
- Judy: (Taking out her Variety Pack cereal.) "Did you get any cereal today? I got this so the children could all choose what they want."
- Jane: "Yes, I got this cereal to cook. I'll have 24 bowls of mine for about what you paid for 8."
- Judy: "I can't win!" (Taking out a pound of butter.) "I had to have butter today. Did you?"
- Jane: "I got margarine. Butter costs about 3 or 4 times as much and we like this just as well."
- Judy: "I got some tomatoes. I guess that was a splurge too, but they're so good."
- Jane: "Yes, they *are* good. We eat lots of them in the summer when we have them in the garden, but now we drink tomato *juice*" (takes out 46 oz. can). "This will go quite a bit farther than those three tomatoes and it cost less, too."
- Judy: "I guess this can of peas was a better buy than the tomatoes" (takes out no. 2 can of a "best quality" brand).
- Jane: "Yes, it was. I got peas, too." (She takes out no. 2 can of a lesser quality and looks at the price on both cans.) "Mine was five cents less than yours. I'll admit yours will look prettier and taste better, but they don't have any more food value."
- Judy: "Did you get any dessert? I got this frozen apple pie."
- Jane: "I may have an apple pie, too. I got these apples at a pretty good price. We'll have some for dessert and probably some for snacks."
- Judy: "That takes me to the bottom of my sack. Do you have anything else?"
- Jane: "Yes, I have a box of cottage cheese, a small head of cabbage, and this two pound package of carrots. I use carrots lots of ways--

grated with raisins and peanuts, cooked with beef or pork roast, or just plain raw carrot sticks."

Judy: "I wish I had gotten some. I see now how you got so much more than I did for your \$10. How many meals can you make with all that?"

Jane: "That's a good question. Let's find out." (Both girls plan meals, write their menus on blackboard or poster, and place food in groups to show how it is used. Jane will probably get twice as many, and hers are likely to be more nutritious. In our class Judy ran out of food after about 2 1/2 days and most of her meals were skimpy and unbalanced. Jane had 4 days of adequate meals. We assumed a family of four in each case.)



## Example 2: More Nutrition for the Money

Objectives: To encourage use of surplus commodity foods.  
 To provide a learning experience which the students perceived as enjoyable.  
 To provide opportunity to give individual recognition and to build self-esteem.  
 To encourage students to serve attractive, appetizing meals at home.  
 To provide opportunity for student participation in planning and carrying out the day's activities.  
 To increase students' knowledge of food costs and nutritive values.  
 To encourage students to taste new foods and to try preparing new recipes.

Content: Ready to eat foods are usually more expensive than home prepared ones.  
 Foods vary in nutrient value, but similarities occur.  
 Attractiveness of food service affects appetite.  
 Food habits affect nutritional adequacy of diet and health.  
 Use of surplus commodity foods can reduce food costs.  
 In spending family income, choices are necessary.  
 Reducing expenditures for food can increase alternatives in other areas.  
 Trying new foods in a pleasant situation may change food habits.  
 Method of storage affects food waste and hence food costs.  
 Method of storage affects nutritive values of some foods.  
 Method of preparation affects nutritive values of some foods.

This meeting was planned ahead with the group, and all agreed to bring a dish using one or more of the surplus commodity foods which the public aid recipients received monthly. The "pot luck luncheon" was a social occasion, but it furnished opportunity for learning and individual development in the following ways:

1. Recognition was given to each individual for her dish.
2. Opportunity was provided for each individual to participate as she explained how she made her dish.
3. Nutrition charts were on hand to point out food values of each dish.
4. Cost was estimated and compared with ready-prepared foods or other foods for which the dish might substitute.
5. Each person was urged to taste new foods.
6. Each person was given recipes for new dishes.
7. Children were included and this added enjoyment for them and the mothers.
8. Development of skills in food preparation was encouraged.
9. There was discussion of how choices of food to be served affects appetites and nutritional adequacy.

Before the luncheon the students were asked if they would like to mark a series of statements true or false, our purpose being to stimulate



One of the potluck meals was a picnic at the home of Ann Stice. It was an enjoyable culminating activity with much fellowship and discussion. One of the learnings: Picnics can be nutritious meals.

interest in the content regarding nutritive values and cost of food. Each statement was read twice by the instructor (or group leader) and clear instructions given for marking with T for true and F for false. We felt that if they tried to respond to these items, they would be more curious to find out the "right answers." (Items with key are shown on page 74.)

As correct answers were given for these items, each student checked her own paper. Reasons for the answers were carefully explained in language understandable to the students and illustrated with appropriate visuals.

The "pot luck" idea was also used in other ways and sometimes called "tasting parties." At one meeting everyone who wished brought a dish that could substitute for meat; nutritive values and costs were compared, and recipes were shared. At another, the group planned a well balanced picnic meal together, and each brought a contribution to the country home of one of the volunteers. Suggestions for family picnics during the summer were made. At still another meeting, everyone was asked to bring a vegetable



or fruit dish to encourage consumption of these foods since the diets were known to be deficient. The volunteers agreed to emphasize different vegetables and to explain the nutritive values. For example, one brought carrots prepared in several different ways: plain sticks, pickles, escalloped, salad, sandwich, and cake. One of the students mentioned carrot pie and brought one to a subsequent meeting. Charts showing the vitamin A value of carrots were impressive. The most valuable tool we found for this purpose (and used throughout our work on nutrition) was the Comparison Cards produced by the National Dairy Council, 111 N. Canal Street, Chicago. A set contains 42 cards and costs \$1.75. Each card shows the nutritive value of one food with colored bar graphs for nine different nutrients. Comparisons are obvious for even the lower ability students. "The more color on the chart, the more food value in that food" is too simple for anyone to miss. The difference between the no-color soft drink and the highly colorful orange juice charts, for example, was most impressive. If a particular nutrient is being stressed, a given color is looked for; yellow bars represented vitamin A, and if many cards were set up around the room, one could quickly locate the foods rich in vitamin A.

One important point should be made here, however. We did not try to "teach vitamin A," until students asked about it because of interest stimulated by our discussions of foods and their relation to health. Food is concrete and vitamin A is abstract. Fatigue, nervousness, and other symptoms of poor nutrition are real; talk about iron may seem unreal unless preceded by the real and concrete.

### Example 3: Buying Clothing

Objectives: To help students understand the importance of selecting the correct size when buying clothing.  
 To encourage comparison shopping.  
 To help students develop some sales resistance.  
 To increase understanding of ways to judge quality in clothing.

Content: Ready-to-wear clothing is available in many ranges of sizes.  
 Difficulty and success of alterations on ready-to-wear clothing vary with kind of alteration needed, quality of construction, skill of person making alterations, and kind of fabric.  
 Price is not a dependable guide to quality.  
 Labels provide information helpful to shoppers.  
 Clerks are not always a dependable source of information.  
 Fit cannot be assured without try-on.  
 Grain affects fit.  
 Examining clothing thoroughly before purchase can increase likelihood of lasting satisfaction.  
 Skills in clothing selection, alteration, construction and care can decrease clothing costs and increase clothing satisfaction.

This meeting began with a skit to create interest and illustrate some of the concepts to be taught. It was written by Eldora Longworth and was included in one of the video tapes mentioned earlier. She and two other volunteers (Jean Cooper and Ann Stice) were the "actresses." The skit, in two scenes, follows.

#### Buy in Haste--Regret in Leisure

Scene I - Jean and clerk in clothing store.

(Jean has tried on a skirt that is too tight.)

Clerk: (Looking at skirt) You'll just have to let it out a little, honey.

Jean: I don't know much about sewing.

Clerk: How about your friends?

Jean: Yes, some of my friends sew.

Clerk: Good, then they can help you. It will look wonderful after it's fixed.

Jean: I hope so, I need to wear it Saturday. And you say it's a dollar off today? I want to see about a blouse, too.

Clerk: They are right over here. This ought to be about right. Turn around, let's measure across the back. (Clerk holds blouse up to Jean across back of shoulders.) Ummm--looks just right. What else do you need today?



Jean: That is all for now.

Clerk: Just slip out of the skirt and come to the desk. I'll figure these up.

## Scene II

Jean and friend at friend's house

Friend: (Receiving Jean at the door) Come on in, Jean. What have you been doing today?

Jean: I've been on the phone a lot trying to get someone to help me fix this skirt I bought to wear Saturday. Lucy's boy Jimmy is sick, Annie's having company, and Elva had to take her mother to the doctor. Oh, I wish I could sew!

Friend: What does it need? Could I see?

Jean: The clerk said it just needed to be let out a little.

Friend: (Looking inside and finding no seam) Let out what? Jean, there's no seam here. It's just whipped together and there's no seam to it!

Jean: Oh, no! Why didn't I check that? I should have been sure before I got it. I got carried away thinking what a bargain it was--marked down a dollar. Well, it really is too tight, but I'll just have to wear it like this. I hope I can sit down--and ooh--to step into a bus! This is the same trouble I have with dresses. If the top fits, the skirt's too tight, and if the skirt fits, the top hangs like a sack.

Friend: You're on the right track choosing separates then--I mean matching outfits when you can get a 14 skirt and 12 top. Sometimes dresses with full skirts solve the problem too. We just don't all grow the way we'd like to. There's a test you can give skirts when you're trying them on. If you can pinch up 1/2 inch at each side seam (she demonstrates) and can slide the skirt up and down easily, there should be enough room for sitting or getting on a bus and still have a good fit. I heard a person put it this way: 'Clothes should fit close enough to tell there's a woman inside but loose enough to show that she's a lady.'

Jean: That's good--and I don't like having this skirt so tight! Guess I should have tried sitting in it at the store. Here's the blouse I bought.

Friend: It's a pretty print.

Jean: But, you know, it's not quite right either. I can't seem to move my arms enough, and it has such a short tail. I'm afraid I'll rip it out at the sleeves the first time I wear it. What's wrong?

Friend: Let's see. Here's one thing--no shoulder ease for stretch room. You can get by without it on sleeveless blouses, but with any kind of sleeve you've got to have some extra room. The shoulder dart will do it. You'd have to do some looking to see if the dart is hiding in these flowers. You won't be comfortable with the blouse pulling on your shoulders. Didn't you notice when you tried it on? You can always give the arm test. (She puts hands on opposite shoulders to show.)

Jean: No, I didn't try it on. The clerk just held it up; she said it looked OK. I guess she saw there were others to wait on and she needed to hurry.

Friend: But *you* didn't need to hurry! The stores build fitting rooms. They expect you to use them and you should--even if the clerk doesn't say to right then. I can't think why else she would not have wanted you to try it on. I suppose some people don't look clean--but I'm sure you did.

Jean: I think I did, too. Yes, I should have tried it on no matter how she rushed me. And to think I laughed at Edith when she bought that plaid skirt that got all out of shape. She said it was cut off-grain, but she didn't notice in time. What did she mean, off-grain?

Friend: That is what is the matter with this shirt. It's just good for a pillow cover now. The grain is the straight lines of the threads. You know that the bias stretches; well, the straight grain doesn't, and clothes should be cut on the straight grain to stay straight after washing. Let me mark it with my chalk. Here's another one--it will be OK for doll clothes but on a dress--no good. It's printed off grain. (Looks at inside seams of blouse.) Here's something else. If the material ravel, seams must be whipped or stitched before the blouse is washed. I check skirt hems, too.

Jean: One of my sisters got some shirts for her twin boys, and they shrank so much they couldn't wear them. The twins are her youngest, so she couldn't pass them down the line and had to give them away. She thought they were such a good buy--until washday. What do you suppose went wrong?

Friend: I'd guess she didn't check to see what percentage they would shrink. I'd not buy unless the tag said 'will not shrink more than 2 or 3%,' or better yet, says 'sanforized.' That means guaranteed no more than 1% shrinkage. If no percent is given, put it back on the shelf. A shrunken shirt or dress just won't fit.

Jean: Back to my skirt and blouse--how can I know my correct size? I have to know what to ask for to start trying things on.

Friend: Yes, you do, and if you are ordering from a catalog you must know a size and check with their measuring charts. We can



measure you and check with the catalog for a start. (She measures and writes measurements to compare with the chart.) First the bust, over the fullest part, snug but not tight. Then the waist at the smallest part, just close enough to be comfortable. The hips at the fullest part and keep the tape straight all around. Length of waist from shoulder, over bust, to waist. Around the upper arm.

Jean: Are some of these measurements more important than others?

Friend: They're all important, but some can be changed more easily than others--if there are seams to let out. The one that is hardest to change is the bust, so I don't ever buy anything that doesn't fit in the bust.

Jean: I've noticed so many blouses are all done up in packages. What can you do then?

Friend: Some have measurements and size charts printed on them, but you should still be able to try them on. Also, brands are different; a 14 with one company is not the same as a 14 with another company. Ask the clerk to open the package and let you try it on.

Jean: Do you suppose I could take these back?

Friend: You haven't worn them. You could try. I'm not sure about the skirt since it was on sale.

Jean: I'll go right now, and I'll surely do better this time.

Friend: Good luck! Bye.

Following the skit, the students were given opportunities to ask questions and examine clothing items used in the skit and others that were brought to illustrate the content to be taught. Labels were examined and explained. Discussion included market sources, characteristics of quality construction, price variation, clothing alteration, etc. Common problems, such as frayed seams, off grain lines, and loose stitching were shown. Students who wished were measured to determine size needed for various garments.

Students were invited to bring garments which did not fit and to participate in a "fitting lab" at a future meeting. One student who sewed well offered to help another at her home. Such cooperation was encouraged and opportunities to give recognition to individuals were utilized. Development of skills related to clothing were encouraged.

#### Example 4: Planning for Christmas Spending

**Objectives:** To help students plan ahead and to experience satisfaction from such planning.  
 To help students develop skills and to gain recognition for same.  
 To help students see usefulness in materials often wasted.  
 To help students gain appreciation for homemade gifts and for gifts of service.  
 To help students enjoy the Christmas season with their families without going into debt.  
 To increase students' self-esteem.

**Content:** The use one makes of material resources can extend the resources.  
 Planning affects spending.  
 Skills can substitute for money.  
 The manner of celebrating holidays can affect family harmony.  
 Planning ahead can enhance the value of family celebrations and satisfaction with decisions.  
 Gifts for children can promote their development.  
 The spirit in which a gift is given affects the attitude of donor and recipient.



Feelings of self-esteem are enhanced when recognition is received for one's "creations."

Since the concept of planning is so vague to many under-educated adults, we used every reasonable opportunity to show its value. The approach of Christmas seemed an especially opportune time since there is always interest and excitement about Christmas, and often, too,



considerable concern or anxiety about the cost of the celebration. We used the chart on the following page as one simplified teaching aid.

We included content related to Christmas planning as a part of every weekly class during November and December. We began with questions like, How long is it until Christmas? What do I need to get done before Christmas? To whom shall I give Christmas presents? (The sheet on page 53 helped to nail down some of the planning.)

We had displays and demonstrations of homemade gifts for all members of the family emphasizing the use of inexpensive or waste materials (e.g., bottles, cans, plastic containers, wallpaper samples, boxes, fabric scraps). We had "laboratory periods" in which students could make whatever they chose and receive help as needed. When they produced something, we gave appropriate recognition.

We had other displays and demonstrations of Christmas decorations, Christmas wrappings, and Christmas cards, again using inexpensive or waste materials (e.g., old Christmas cards or the wrapping on dry milk boxes which is silver on the inside!).

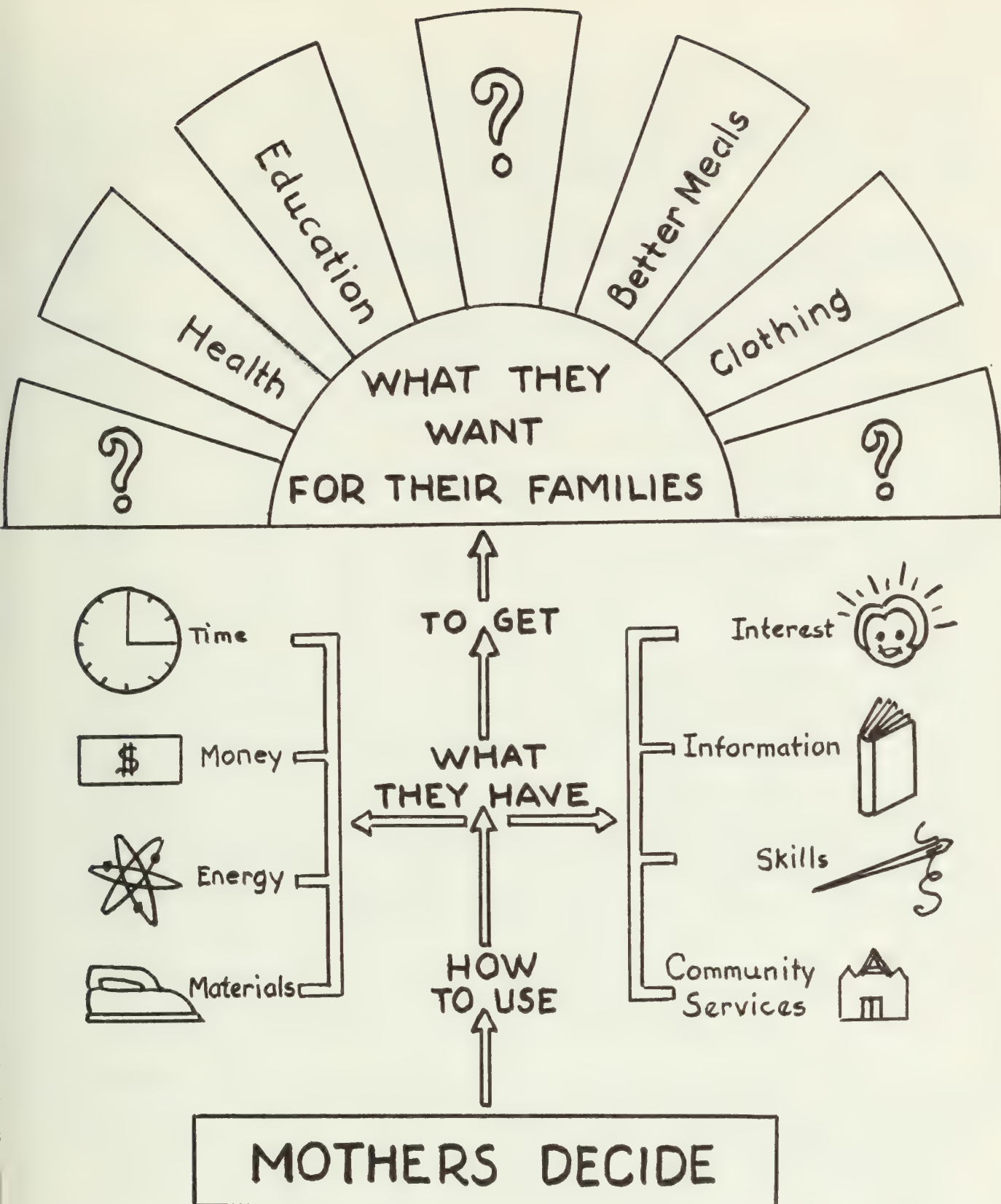
We emphasized the importance of "giving ourselves" and the value to the recipient of knowing that the gift was made "especially for you." This is particularly needed since "homemade" to many low income people connotes inability to afford the "bought" article.

We studied the choice of toys at some length. The theme of one "lesson" with lots of pictures and real toys, as well as talk, was "Toys that Teach." We discussed the development of the mind as well as the development of muscle. We had a field trip to a specialty shop selling creative toys, and the manager, a former teacher, showed her wares and explained how they helped children learn. We followed this with a demonstration and lab on how we can provide the same learning experiences at less cost. We made stuffed toys, doll clothes, sets of blocks from scrap lumber, scrapbooks from wall paper sample books, jump ropes, picture books, and the like; and we hid them all away, properly labeled, until Christmas. One student made Indian suits for three children and a doll at a fraction of the cost of those she had found in the catalog. Her feeling of satisfaction and her recognition by other members was great.

We tried to make clear that the resources of time and skill can substitute for money, and that the more talents and skills we can develop the farther we can stretch limited incomes. The importance of health as a resource was also noted at every opportunity.

We also planned balanced Christmas dinners and demonstrated low cost Christmas sweets.

At our last class meeting before Christmas (about December 13) we had a party and gift exchange. All gifts had to be made by the donors, and the exchanges were executed by drawing numbers at the party. In this way no one knew who would receive her gift until the party, and no one failed to receive a gift because someone was absent.



Adapted from Gross and Crandall, *Management for Modern Families*, Appleton-Century-Croft, Inc., 1954.



The gifts included food items, tree decorations, growing plants and artificial flowers, candles, pillows, aprons, framed pictures (from magazines), curler bags (made from plastic bleach bottles), pot holders, scarves, knitted items, and the like. Everyone received recognition for her contribution and had an opportunity to explain how she made it.

The party also included a gala tea table, and one of the students was asked to pour the red punch. The children were invited to join the adults at refreshment time.

Discussion of plans for celebrating Christmas at home was included, and each person was encouraged to tell about family traditions.

## Example 5: Advertising and Sales Promotion

**Objectives:** To increase students' understanding of advertising and sales techniques.  
 To help students gain increased ability to resist high pressure salesmanship.  
 To help students see that one consumer choice affects another.  
 To help students increase their understanding of price variation and of the value of comparison shopping.  
 To help students see the danger in hasty decisions.  
 To increase students' understanding of the cost of credit.

**Content:** The services provided with consumer goods increase their cost.  
 Goods bought with credit usually cost more than the same bought for cash.  
 Planning affects spending.  
 A given consumer good may vary in price at different market sources.  
 Decisions made under pressure are less likely to bring lasting satisfaction than those resulting from careful consideration of alternatives.  
 Contracts are binding.

It has often been observed that low income, under-educated adults are easily persuaded to buy things they do not really need, to pay unusually high prices, to believe extravagant advertising claims, and to sign contracts that they do not understand. It is also generally known that door-to-door salesmen frequent low income neighborhoods. In an attempt to bring some of these problems to the attention of the students and to show the consequences of easy persuasion, another skit was presented at the beginning of the meeting. Eldora Longworth wrote the skit and played the roles of salesman and friend (in separate scenes) while Jean Cooper played the homemaker role. Later, actors were hired to put the skit onto one of the aforementioned video tapes. The skit follows.

### The Salesman Comes

#### Scene I - Homemaker Jean's living room

**Salesman:** (At Jean's door) Hi there, Jean. Well, I see you have a new hair-do. Aren't you looking sharp today! Now, how have you been? Say, did you get your cousin married off? Did Eddie ever get the measles? Now Jean, I really have something pretty for you today! Just let me step in and show you.

**Homemaker:** O.K. Come on in.

**Salesman:** I'll wipe my feet good. I sure don't like to track dirt into folks' houses. Now just look at this sofa throw! Isn't it a beauty? And it really would look nice with your walls and rug. I suppose those little folks get up on your sofa with their shoes? Well, this will protect from that and save your upholstery.



Homemaker: It isn't very new.

Salesman: Well, then, this beautiful throw will cover up any worn spots you have.

Homemaker: I guess the arms are beginning to look worn.

Salesman: And another thing--it's a nice weight to put on if you lie down for awhile.

Homemaker: I don't have much time for naps.

Salesman: Well, ah--this is hand made--it's really nice--don't you think it's real pretty?

Homemaker: Yes, it really is.

Salesman: You know Evelyn down on the corner, don't you? Well, she just bought one. It sure will look nice in her living room. This is something anyone would be proud to have out anytime for the family to use and for company to see. Would you guess it cost less than \$15?

Homemaker: I'm not so good at guessing.

Salesman: Wouldn't you be proud to have this in your home?

Homemaker: It's real pretty.

Salesman: Yes, indeed, less than \$15 and a real eye catcher. It is really nice. Since you're one of my special customers, Jean, I can give you this sofa throw for only \$13.50. And you don't even have to start paying till next week, and then just \$2.25 a week. And you are lucky because I only have this one and one more. Not very many folks can have a pretty throw like this. Well, Jean, what do you think? I'd better just leave this one with you. Let me just put it over your sofa here while I get my book. Sure looks pretty here. OK, now just sign here and it's yours.

Homemaker: It does look nice. (She signs the contract.)

Salesman: You'll really enjoy that pretty throw, now, Jean. I'll be seeing you next week. OK?

Homemaker: OK. Thanks. Bye.

(Salesman leaves, homemaker picks up throw and looks at it.  
Friend enters.)

Homemaker: Look what I just got! Isn't it pretty?

Friend: Where did you get it?

Homemaker: From Mr. Denver. He comes around. It's homemade and only \$13.50.

Friend: Really! That much? I didn't know you were wanting a sofa throw.

Homemaker: I wasn't till I saw this one. Don't you think it's pretty? Evelyn got one and she always has nice things. And he only had one more.

Friend: Yes, it's pretty. Can you wash it? (Gets catalog.)

Homemaker: Well, I don't know. There isn't any tag.

Friend: Looks like it would have to be dry cleaned. What did you say it cost?

Homemaker: It was only \$13.50. What are you doing?

Friend: Looking in the catalog. I think I saw one about like that--yes--here. It's about that same pattern and it is \$9.98. Says it is supposed to be dry cleaned. But look here. This one is washable, and it is \$7.95. That's more than \$5.00 difference.

Homemaker: Well, I do like the colors in this, and it will look better than that worn sofa.

Friend: (Examining throw) What's this? A hole?

Homemaker: (Looking at it) Heavens! I didn't see that. Do you think I can mend it?

Friend: Maybe. Does it fit pretty well?

Homemaker: Oh, I'm pretty sure it must. (She tries it.) (Disgusted) How do you like that? It only covers one arm, and just barely that. Oh, if it were just a foot or so longer.

Friend: Didn't you try it before you bought it?

Homemaker: No, he was so busy talking, I didn't think to try it and be sure. Oh, dear! When he comes to collect, I'll just give it back.

Friend: Did you take it on trial?

Homemaker: No, I just signed a paper saying I'd pay every week for awhile.

Friend: If you signed a contract, you'll have to pay.

Homemaker: Oh, dear!

Friend: How many weeks will you be paying?



Homemaker: I don't remember him saying--till it's paid for, I guess. \$2.25 a week for five weeks, no six weeks. Oh, boy--a power company bill is due before then. OHHHH Where did you get that catalog you looked in?

Friend: I borrowed this one from a store downtown. If you order something once in awhile, they send you a catalog.

Homemaker: It sure is hard to get to town.

Friend: Well, you can phone in an order. I like to look in the catalogs and see what there is, and about what the prices are, before I go to town. It took me a long time to learn, but I found I do better if I plan ahead and have a good idea of what I need and how much I'll have to spend.

Homemaker: Oh. (Downcast)

## Scene II

Jean is alone in her living room.

Jean: (Talking to herself) I sure got myself into a mess! Why wasn't I thinking better? She's right. I should have thought ahead a little. I didn't really need that sofa throw. And there are a lot of places I could use the \$13.50.

Well, I may as well get back to my ironing. (Gets up and starts ironing.)

It's not that I don't like the sofa throw; it's real pretty--but shoot--I wish it did fit the whole sofa better. Why didn't I stretch it out and see? He kept me busy with his talking--that's why.

He *is* a nice fellow--always been so friendly and considerate. And he always remembers my name.

Not many folks downtown would know my name--but downtown I could at least look around a little and see what the prices are in some of the stores. (Pause as she irons and thinks.)

(Looking puzzled) Why *did* he charge me so much anyway? Partly because he delivers right to my door, I guess. That does save me from going downtown. It takes a lot of his time going from house to house and then another trip each week to collect the payments. And I guess he has to charge me for the time it takes to pay it out over several weeks. I've heard it costs more to buy on time. It must be true.

Now, if I really need something, I could save up my own money for a few weeks and pay cash. (Pause)

And why did he have to tell me about Evelyn? Everybody already knows she has a lot of pretty things. (Pause)

Then there's that one place I'll have to mend. I should have noticed that and had him give me the other throw he had. I don't even know where to call him and he will have sold the other one by the time he comes to collect next week. I should have looked for a tag to tell me about how to clean it, too!

(Pause) About the time I get this paid for, he'll be around with something else he wants me to buy. But I won't--maybe--unless it's--No, I just won't. He sort of *expects* me to buy. But it's *my* money!

I think I'll just talk and joke like he does and not buy--oh boy--it will be hard!

And when he says, "I'll just step in and show you," I'll say "No, 'fraid not." I hope I can do it. I hope I can.

Scene III: Same as Scene I, several weeks later

Salesman: Hi there, Jean. You're looking good today. Say, I have some pretty things for your kitchen wall. Just look at these. Let me step in and let's try holding one up to your wall.

Homemaker: My walls are full.

Salesman: I'll bet there's one corner you'd like to brighten up.

Homemaker: No, I'm afraid not. I have one pegboard for hanging pans and another wall for the children's school pictures and papers.

Salesman: Well now, I'll just step in and see how they look in your dining room then.

Homemaker: I just don't need those things, so I don't need to see them.

Salesman: (Pause) Well, all right--I'll be seeing you around, Jean. Bye.

Homemaker: (To herself after she closed the door) Well, I'm doing better and he didn't seem to mind too much that I didn't buy.

At the close of the skit, which created considerable merriment, Mrs. Longworth asked the students the advantages and disadvantages of buying from a door-to-door salesman and wrote their responses on a large poster. It became evident that the list of advantages was shorter than the disadvantages, and the students were able to draw the conclusions that the planners had in mind for "lesson content." Students also reported experiences they had had or knew about. It was interesting to note, however, that one student defended the door-to-door salesman in spite of all that had been said. She was a regular customer and made a payment each Tuesday on whatever her current contract called for; two chenille bedspreads at \$15.98 each and a framed wall clock and artificial flowers for \$49.95 were two recent examples. She evidently enjoyed having this weekly contact



with the outside world and was pleased when the friendly man came to call. Perhaps the skit had made her feel defensive. Future teaching in this area would need to take these feelings into account.

## Example 6: Food Preparation and Food Costs

**Objectives:** To help students learn to get more for their money when buying food.  
 To help students increase food preparation skills.  
 To help students gain satisfaction from increased skills.  
 To help students improve nutritive quality of diet.  
 To help students experience time and motion saving through mass production techniques.  
 To stimulate increased interest in food preparation.

**Content:** Home prepared foods usually cost less than ready to serve items.  
 Money saved by home preparation of food can be used to improve diet by increasing amounts of fruits and vegetables purchased.  
 Quantity food preparation can save time and energy.  
 Skills in food preparation can provide enjoyment.  
 Involving all the family in food preparation activities can increase family harmony and improve health.

We had learned, through listening to discussions and through home visits, that our students were spending a great deal of their food money for convenience foods in spite of their low incomes. We had emphasized, in previous meetings, the difference in cost of potato chips and fresh potatoes, for example, but at this meeting we wanted to show how homemade products which cost so much less could be prepared with less than the usual effort. We knew also that the public aid recipients were getting surplus commodity foods which they sometimes permitted to go to waste, so we chose as our demonstration the making of a "master mix" from flour, shortening, dry milk, baking powder, and salt.

We knew from previous experience that demonstration and talk were not enough to change behavior, so we followed our demonstration with an opportunity for each student to make a "batch" of master mix to take home in the large coffee cans which we provided as cannisters. We used the recipe on the following page which makes enough to fill one three-pound coffee can, but we suggested that for large families it might save more time and energy to use the doubled recipe. We gave them both and a number of additional recipes for using the master mix for a variety of baked products.

At the meeting, we made and served several products made from the master mix: biscuits, pancakes, and two kinds of cake. We asked them to report at later meetings when they had used their master mix and how their families liked the results.

We pointed out the relative costs of our biscuits and canned ones, of our cakes and "bakery" cakes, and of our master mix with commercial mixes, most of which do not contain milk.

We emphasized how the "mass production" approach to mixing basic ingredients saved motions and thus time and energy, and we noted that many of the recipes for using the master mix were so simple that the children could take over some of the baking.



During the weeks that followed this meeting we were amazed to learn of some of its results. Some mothers who had been having "commodity foods" to throw away reported that they were now using them all. One mother said that her children would not allow the master mix cannister to become empty; as soon as they used the last crumb in a cooky recipe, they started mixing another. Some asked for additional recipes for using the mix, and some new ones were developed. Master mix brownies, master mix peanut butter cookies, and even master mix cornbread were added. Attention was always called to the nutritive values of the home prepared foods as well as their lower cost. A handful of raisins, some peanut butter, an extra measure of dry milk, an egg, or a spoonful of wheat germ in the cookies can add "grow-power" to a snack, and a glass of milk or juice with it can do things that "pop" could never do!

### Master Mix and Its Uses

#### *Master Mix*

9 cups flour  
 1/4 cup baking powder (4 tablespoons)  
 1 1/2 tablespoons salt  
 1 cup powdered milk  
 3 sticks margarine  
 Mix well with 2 knives or pastry  
 blender or the hands. Store in  
 a covered container. Lard may be  
 used instead of margarine but if  
 it is, mix must be stored in the  
 refrigerator.

#### *Biscuits*

2 cups Master Mix  
 about 1/2 cup water (enough to  
 mix and roll)  
 bake 10 minutes at 450° (very  
 hot oven)  
 makes 20 small or 12 medium  
 biscuits

#### *Pancakes*

3 cups Master Mix  
 1 egg  
 2 cups water  
 cook on hot griddle or skillet  
 makes about 18 pancakes

Here are additional Master Mix recipes:

*Short cakes:* Mix as for biscuits but roll thinner. Spread melted oleo on top and stack 2 high to bake. Separate after baking, add fruit or other filling. May also be used for dumplings, tops for cobblers, or meat pies.

#### *Coffee Cake*

3 cups Master Mix	Mix ingredients. Pour into a greased baking pan,
1/2 cup sugar	sprinkle a little sugar, cinnamon and oleo over the
1 egg	top. Bake in fairly hot oven (400°) about 25 or
3/4 cup water	30 minutes. Raisins or dates could be added to the
	batter and other toppings could be used.

*Jam Coffee Cake* can be made as above by pouring half of the batter in the pan, then spreading 1 cup of jam over it. Add the rest of the batter and bake.

*Upside Down Cake*

2 cups Master Mix  
1 egg  
1 cup sugar  
1/2 cup water  
Mix together

In a baking pan, spread a mixture of 2 tablespoons melted butter, 1 cup brown sugar, and slices of fruit (pineapple, apple, cranberries or other kinds). Over this pour the batter made from Master Mix and bake in a fairly hot oven (400°) about 25 or 30 minutes.



## Example 7: Food Buying and Meal Planning

Objectives: To help students get more nutrition for their food money.  
 To give students opportunity for success in reading.  
 To show students that written materials offer helps in homemaking.

Content: Cost is not a measure of nutritive value in food.  
 Planning affects spending.  
 Planning affects nutritive value of family's diet.  
 Diet affects health, an individual and family resource, as well as a national one.

A different kind of approach was used at the meeting to be described here. Whereas in much of our previous work with these mothers we had studiously avoided reading and writing, lest we frighten or embarrass some and cause them to drop out of the group, at this meeting we made this activity the central one. We used the "worktext" type book, *We Are What We Eat* (see Bibliography, page 88), explaining first that, though it was not hard to read, it was written especially for adults who were interested in learning more about feeding their families well at low cost. We said further that the book contained stories about three families who had learned about these things, and we thought that reading these stories might be a pleasant way for this group to add to what they already knew.

We distributed copies to the students present and while they examined them, we continued our explanation of the book and why it was written.

We emphasized the research that scientists have done about food and health and how this served as the basis for what was said in the book. We said that the authors had felt privileged to have had the opportunity to study these things in college and that they wished to share this important information with those who had not. The consequences of mothers not knowing these things were, we felt, too serious to neglect.

After considerable explaining and looking at the illustrations, we asked a student who, we knew, could easily succeed, to read the first page. The leader read the next page and asked for volunteers to continue. They were hesitant, so she risked calling on others until all had had a turn. Two were unable to read the simple material. One excused herself by saying she didn't have her glasses, and to avert embarrassment for the other one, the leader read *with* her. All seemed interested in the book and welcomed the opportunity to borrow it for a week and read at home. The "blanks to fill in" on the back of each story-page were called to their attention and some were completed in class. Some had difficulty in understanding the simple directions. They were told to read as much as they liked and fill in the blanks if they wished and to bring the books back to the next meeting.

Two of the women had read and completed the workbook pages in the entire book by the next week, and some others had done several more pages. Several commented that they had shown it to their children and had enjoyed working together on it. Some asked permission to take the book home for another week, and others who were absent made the same request the next week when they returned. Permission was granted, of course.

One mother commented that she had never before read anything in a book which gave her information to help her raise her family. There seemed to be, for several, the feeling of satisfaction which comes with accomplishing something new. Perhaps it was the first book they had been able to read in a good many years.

To illustrate the reading level and some of the concepts taught in *We Are What We Eat* two "chapters" are quoted below.

"New Baby" Chapter 31

Fred Lee comes to the Jackson's house. Fred is happy. He tells the Jacksons that the Lees have a new baby girl. The baby's name is Sue Lee.

A baby needs special food. A baby's mother needs special food. Esther Lee plans to nurse her baby. Mother's milk is the baby's special food. Esther will need to eat special foods so she can feed her baby.

(In previous chapters Esther Lee had learned about the importance of diet during pregnancy and in the chapter which followed, the diet for a nursing mother was discussed.)

"Nerves" Chapter 40

Bob is reading the newspaper.

"Listen to this," he says to Mary. "We can become nervous and cross by not eating the right foods.

"That sounds right," Bob explains. "I know that when I do not eat much at noon, I am cross by suppertime."

"Do you remember when I tried to lose weight?" Mary asks. "I almost quit eating. I was nervous all the time. I was not happy. I was hard to live with."

"I remember," Bob laughs. "But, we can eat plenty and still be nervous if we do not eat the right foods."

"I am glad we had all four kinds of food today," says Mary.

As an example of the workbook pages, Chapter 40 includes these yes or no statements:

- \_\_\_\_\_ You can become nervous by not eating the right foods.
- \_\_\_\_\_ The only reason a person gets cross is because he does not eat right.
- \_\_\_\_\_ Not eating is the best way to lose weight.
- \_\_\_\_\_ We need to eat all four kinds of food. (This refers to the Basic Four food groups stressed throughout the book.)
- \_\_\_\_\_ Food does more than keep people from being hungry.



\_\_\_\_\_ We can eat plenty of food and still be nervous.

The Teacher's Manual which accompanies *We Are What We Eat* provides a key for the workbook pages and offers suggestions to the teacher for using the book.

If other adult readers on this lowest reading level can be found, beginning readers would likely welcome the opportunity to use them. Thus far, more of the available materials have been at about fifth-sixth grade reading level. Some of these are listed in the bibliography.

Teachers might prepare their own reading materials by rewriting government bulletins (such as "Selecting and Buying Food" PA-696, 5¢) on a simpler level. Lists of government bulletins are available from the Superintendent of Documents, Government Printing Office, Washington, D.C. It is helpful to specify the area of your interest when requesting lists. County Extension offices also have bulletins, usually free, which might serve the same purpose, and some commercial materials might be adapted.

Other written materials, a page at a time, may also be prepared by the teacher to serve particular needs. A few examples are given elsewhere in this issue. Some teachers use student-developed materials, such as stories they write about their home experiences, and duplicate them for the entire group.

## Example 8: The Process of Decision Making

**Objectives:** To help students increase their understanding of the decision-making process.  
To increase their ability to make decisions with lasting satisfaction.

**Content:** Satisfaction with decisions is influenced by knowledge of alternatives.  
Changing circumstances call for new decisions.  
Ability to develop alternatives is affected by breadth of experiences, levels of knowledge and education, range of skills, and personal values.  
Choice among alternatives is influenced by the information available about each.  
Choice among alternatives is based upon prediction of probable consequences of each.  
Evaluation of decisions is based upon a comparison of the actual consequences with the predicted consequences of the alternative chosen.  
If all who are to be affected by a decision participate in making the decision, it is more likely to be carried out.

Since many under-educated adults often seem unaware that they are making choices and unaware of the alternatives open to them when a decision is required, this lesson was designed to give students some experience in using the decision-making process.

Most of the students had either read or seen in class the book, *We Are What We Eat*, described in the preceding example. We thought that since the students were acquainted with these families, a problem of one of them might be appropriate for discussing decision making. Therefore, this case situation and problem were posed.

Fred and Esther Lee are a young couple who have a baby a few months old. Fred has worked for a year or so as a carpenter's helper, supporting his family adequately, but they have no savings and no insurance against income loss. Fred falls on the ice-covered steps at home one day and breaks his leg. The doctor says he will not be able to work for three months, so the Lees are faced with no income for that period. What shall they do?

Our students were much interested in the problem and discussion was lively. Considerable humor was injected by them and the volunteer teachers as the problem was considered.

We first asked, What *can* the Lees do? What are the possibilities for a couple in these circumstances? We listed these on the chalkboard. (This could have been on overhead projector or large poster if no chalkboard had been available.)

1. Seek aid from some charitable agency. Several were suggested, both public and private: County Department of Public Aid, Township Supervisor, Salvation Army, churches, etc.

2. Live off relatives and friends.
3. Go into debt.
4. Wife go to work.
5. Fred figure out some kind of work he or Esther, or both, could do at home. Several suggestions were offered, such as baby sitting, making cookies to sell, typing, repairing.
6. Rob a bank--or some other delinquent behavior.
7. Some combination of the above.

Then we asked, How can the Lees decide which of these possibilities would be best? We looked at each one again and considered advantages and disadvantages. We noted that the Lees would have to try to predict the consequences of each alternative. This discussion brought out questions like the following:

1. If the Lees choose the first alternative, is *public* or *private* aid likely to be better? If public aid, how long does it take to get on the rolls and get the first check? If private aid, what agency, if any, provides cash aid? What other kinds of aid are available? How would Fred and Esther feel about asking for this kind of help?
2. If the Lees choose the second alternative, what friends or relatives would be willing to take them in or support them? Could all three of them go to the same place, or would they have to "split up"? How would Fred and Esther feel about asking for this kind of help? How would the friends and relatives feel about it? Have the Lees ever helped any of them in such a situation? Could they repay them in any way after Fred goes back to work? What would be involved in the moves? If they give up their apartment, can they find another that is satisfactory?
3. If the Lees choose to go into debt, who will lend them needed cash? Will the landlord permit late payment of rent? Do they have installment loans on which late payment causes loss of possessions? How much would they need to borrow? Could they pay it back in a reasonable time? How could they reduce living expenses, so less money would be needed? How do Esther and Fred feel about debts?
4. If they decide that Esther should go to work, what can she do? How much can she earn? Who will take care of the baby? How does Fred feel about his wife's supporting the family for a time? How does Esther feel about having to go to work? What is the state of her health?
5. If they decide to work together at home, what can they do? What salable skills do they have? Do they have space and equipment



needed to do the job decided upon? Will the baby be affected by having them work at home? How do they both feel about this kind of arrangement?

6. No one suggested criminal or delinquent behavior as the most reasonable alternative, but it was pointed out that persons in such stress situations do sometimes turn to such unsocial acts. Even as one person pointed out that Fred might have difficulty on a getaway with his broken leg and the whole group had a laugh, the seriousness of such an alternative was recognized.

In all of the discussions it was emphasized that:

- (1) if the decision were made jointly, it would be more likely to work;
- (2) additional information was needed about each alternative;
- (3) values as well as facts would enter into the decision; and
- (4) adjustments (i.e., change in living situation) would be necessary.

Following this exchange the students were asked to come to a decision as to what they would recommend for the Lees and to tell why. All who were willing to do so shared their decision, but shy students were not pressed to speak.

Then the question was asked: How could the Lees find out, after they had made a choice and acted upon it, whether it was their best alternative? And it was agreed that the most reasonable means of judgment was a comparison of the consequences of their action with the consequences they anticipated when making the decision. The value of such a backward look to evaluate the decision was noted in terms of future decisions the Lees might have to make.

To reinforce the *process* of decision-making, an analysis was made of "what we have just done in helping the Lees decide what to do." We re-stated the problem, noted that all possible alternatives were listed, each alternative was considered--its advantages and disadvantages and the additional information needed about it, a choice was made and in the real situation would be tried out, and finally a judgment made about it with a view to changing the alternative or using the information in future decisions.

The process was further reinforced by suggesting other problems the students might face and showing how the use of this same procedure might result in a decision with more lasting satisfaction than a hasty choice made without such thought.

Although this meeting was quite different from some others described here--more "academic," more talk and less activity, etc.--it was well received. The discussion lasted about an hour and was followed by refreshments of cocoa (made from dry milk) and a very easily prepared cake (to encourage home preparation and use of surplus commodity foods). As usual the nutritive values and cost of the refreshments were pointed out and comparisons made with the ever-present "pop" and "boughten" cookies.

A follow up, to discover whether students made later decisions with

more deliberation than they would have without this "meeting," was not possible in any formal way; but at a subsequent meeting one of the students presented a problem of her own, and the others did suggest and anticipate consequences of various alternatives and seemed interested in helping her solve her problem. Two of them even offered to help by keeping her children one afternoon a week. (See page 76 for questions used to structure this discussion.)

## Example 9: Buying Furniture

Objectives: To help students understand the value of comparison shopping.  
 To increase students' understanding of the cost of credit.  
 To increase students' interest in refinishing furniture.  
 To increase students' interest in the appearance of their homes.  
 To encourage skill development.

Content: Different stores have different prices on the same merchandise.  
 Credit costs money.  
 Skills can substitute for money.  
 The appearance of the home affects the feelings of the people who live there.  
 Possession of knowledge and skills affects self-esteem.

The possession of furniture which they consider attractive seems to be very important to low income families; it may also be a status symbol. In our interviews prior to the classes we held in Project HEVE, we heard many mothers say that they would like better houses and furnishings. In response to the question, What would you like to have that you cannot now afford, almost all mentioned at least one article of home furnishings--beds for the children, linoleum for the floors, a dinette set, a coffee table.

In one meeting related to the buying of furniture we tried to emphasize again the importance of comparison shopping. Two student teachers shopped for a given type of transistor radio, for cash and on credit, at five different stores and prepared a large chart showing their findings. The figures are given below with names of stores omitted, but at the meeting the girls did reveal the stores where they shopped.

	Cash	Credit
Store A	\$15.00	\$17.00
B	23.00	25.00
C	14.50	15.50
D	17.00	18.00
E	14.00	15.00

Two points were made rather forcefully: (1) different stores have different prices on the same merchandise, and (2) credit costs money.

Attempts were then made to transfer this information to larger pieces of furniture and equipment and, of course, the differences increased. The mothers were encouraged to ask questions and to tell of their own experiences in buying furniture. Some of these included stories of poor quality furniture which hardly lasted until the final payment was made and of repossession when too much was bought at one time. Hearing such stories from their own group often makes a greater impression than being warned of such dangers by "outsiders."

These discussions also made it clear that other meetings might profitably be devoted to ways to judge quality in furniture, how to keep from being "taken," and the need for advance planning for furniture purchases.



We also noted that it is not always necessary to buy *new* furniture in order to have attractive pieces, and the volunteer teachers shared their knowledge of friends who have made old furniture new and who even prefer it to that which they found in the stores. This led to an interest in furniture refinishing, and a later meeting was devoted to this subject.

Another student teacher, for whom furniture refinishing was a hobby and a low-cost way of accumulating items needed because of her approaching marriage, bought a coffee table from a used furniture dealer for two dollars and used it for a demonstration. She had the lower part completed before the meeting and therefore was able in the two hours to finish the whole table and to perform a "miracle of transformation" while the students watched. Safety precautions were emphasized, and each step in the refinishing process was carefully explained as well as demonstrated. Some of the students were inspired to do some refinishing for themselves. One woman, though, who was ready to tackle a whole bedroom suite, was prevented from doing anything by a husband who saw no need for such a project and thought their furniture was quite satisfactory as it was. It is possible, of course, that he had good reasons to predict that she might not be able to carry through such a task. In any case, though, the incident served to remind us that one cannot work with individuals in isolation from their families.

## Example 10: To Borrow or Not to Borrow

Objectives: To increase students' understanding of the sources and cost of credit.  
 To increase students' understanding of installment contracts.  
 To increase students' understanding of community resources.  
 To give students experience in talking with a banker.  
 To help students increase their ability to assert their rights and to resist super-salesmanship and advertising.

Content: Credit costs vary with market sources.  
 Legal aid is available without cost to low income families in many communities.  
 Contracts are binding for all signatory parties.

For one of our most successful meetings we invited a folksy banker to talk with the class about consumer credit. A member of our staff talked with him about the composition of the class and the purposes of our work in general, as well as the more specific purposes of this meeting. A form (see page 45) was sent to him with additional suggestions, and he was given a copy of the opinionnaire and "test" which we planned to use to create interest and stimulate questions (see pages 71-72). The students were prepared for his visit.

The discussion was lively and the meeting very informal. There was no address by the invited guest. The leader began by distributing the opinionnaire and the knowledge test and asking those who wished to check their opinions or answers. (Pencils were provided.) She read the statements aloud as they went along so that anyone with severe reading difficulties could know what was on the sheet. After all had checked their sheets, she went over the statements again and encouraged discussion as right answers were given to the fact questions and consequences of holding various opinions were considered.

The banker, who was seated in the circle with all the rest, entered into the discussion and gave the benefit of his knowledge and experience as appropriate. Examples were used to clarify points. Students described experiences they had had with installment buying, repossession, etc., and asked questions. One explained how she had protected herself from an unscrupulous dealer by threatening him with her shotgun when he came to repossess her washing machine! We made it clear that we did not recommend such procedures but urged the students to assert their rights and to seek free legal aid when needed. One woman did call the Legal Aid Society for advice on how to deal with a furnace company that caused her furnace to explode by faulty repairs and then tried to continue collecting.

We followed up this study of credit the next week by using part of the meeting to explain the "fine print" of a typical agreement which customers sign when buying on revolving charge accounts. Pages 46 to 47 show how we "translated" the difficult terminology of the contract into simple, everyday language. The typed portion shows the contract, and the handwritten portion the translation. We used transparencies and an overhead projector, but posters or dittoed sheets could also serve.

Another procedure for teaching credit is given in "Helping Adults Think about Credit," in *Illinois Teacher*, Volume VI, Number 5. For the more able in such a group the problem-solving technique described might be a "next step" in the sequence.

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This cover letter was sent with the information sheet on the next page.

March 20, 1967  
Room 351  
Education Building  
University of Illinois

Mr. Russell Meece  
Community Bank  
Mahomet, Illinois

Dear Mr. Meece:

We are delighted that you have accepted our invitation to serve as a resource person to our PROJECT HEVE CLASS for ADC mothers. I am sure the group will learn a great deal from you, and we hope that you will find the experience a worthwhile one.

In order for you to know what is expected of you as a resource person, we have prepared the attached information sheet which we hope will be helpful to you in making your contribution to the class.

We are anticipating with pleasure your visit to the homemaking class for ADC mothers.

Sincerely,



## INFORMATION SHEET FOR RESOURCE PERSON

TO: Mr. Russell Meece, Resource Person

FROM: Dr. Hazel Spitze, Ann Stice and Volunteers -- (Eldora Longworth, Alice Lansing, Marge Laitinen, Joan Hicks, Shirley Cogdal, M. A. Stice and Doris Sublette)

RE: Visit to a Homemaking Class for ADC Mothers

Day and Date of your scheduled visit: Tuesday, April 11, 1967

## Information about the class:

1. Place class will be held: Bethel AME Church, 401 E. Park, Champaign
2. Address: Corner of Park and Fourth St., Champaign, Ill.
3. Class meets from: 1 to 3 p.m.
4. Number in class: variable and unpredictable (from 4 to 12)
5. Some information about group: Part of the class are white ladies from the Bradley-McKinley housing project, others are Negro ladies from areas close to the Church.
6. Area of content now being taught: Consumer education
7. Goals for the lesson you are to participate in: To increase the students' interest and understanding of costs, sources, and uses of consumer credit.

## Things we'd like to have you do:

Explain the simple arithmetic of interest

Discuss sources of credit and differences in cost

Help students see the cost of credit in installment buying, including the hidden charges

Signed:

Homemaking Teacher or  
Project Leader

### Time Payment Plan Agreement

I agree to pay in installments, as provided herein, the unpaid balance of the time sale price of each item charged to my Time Payment Account.

*I agree to make a payment each month on whatever I owe on the goods I have bought and the carrying charges on them.*

The time sale price of each such item consists of (a) the cash sale price, plus (b) a time price differential ("finance charge"),

*The time sale price of each thing I bought means the cash price plus the carrying charge. The carrying charge is the same as the finance charge.*

computed by applying to the unpaid finance charge at the beginning of each monthly billing period a finance charge rate at 1.2%, unless the highest aggregate unpaid balance under my Time Payment Account shall not exceed \$90, in which event the finance charge rate shall be 1.5%,

*It is figured by adding 1½% (one and one-half percent) of whatever I owe at the end of the month. If the total amount I owe is over \$90, the rate is 1.2% (one and two-tenths percent).*

but finance charges shall not exceed the lawful maximum.

*These charges are allowed by the laws of our state.*

At the close of each monthly billing period, I will make an installment payment in the amount shown opposite my highest aggregate unpaid balance in the payment schedule on the reverse hereof.

*Once each month I will make a payment. The size of my payment will depend on how much I owe. The list on the back of this sheet shows how much the payments are.*

Payments will be applied to the time sale prices of purchases in the order of purchase.

*My payments pay for the things I bought in the order that I bought them; that is, the first thing I bought is paid for first.*

Upon any default by me, my aggregate unpaid balance shall, at your option, become immediately due and payable.

*If I miss a payment, all that I owe is due at once, right then, if the store wishes.*

You may limit or terminate my account at any time.

The store can stop me from buying on time or put a limit on how much I can buy any time it wishes.

1. Notice to the buyer: Do not sign this contract before you read it or if it contains any blank spaces.

Notice to the Buyer: Read all of this contract before you sign your name. ~~Don't sign if~~ all the blanks are not filled in.

2. You are entitled to an exact copy of the contract you sign.

Be sure you get a copy of the contract to keep.

3. Under the law, you have the right to pay off in advance the full amount due and to obtain a partial refund of the finance charge.

You can pay off all you owe any time you are able. If you pay before it is due, some of the carrying charges will be taken off.

Receipt of fully executed copy is acknowledged.

Buyer's Signature \_\_\_\_\_

Date \_\_\_\_\_

I have been given a copy of this contract with all the blanks filled in.

Buyer's Signature \_\_\_\_\_

Date \_\_\_\_\_



## Some Other Kinds of Meetings

The foregoing describes in some detail ten of the meetings of Project HEVE during the past two years. These descriptions are in no sense "recipes" for preparing meetings for other groups, but we hope that our experience can be of some value to those in other programs. What follows is a briefer mention of some additional kinds of meetings that illustrate other principles which we learned or demonstrated in working with our group.

*Student-led meetings.* After we had become well acquainted with our mothers and we noted that some seemed to have certain outstanding abilities, talents, or skills, we asked two of the ones who seemed most able and most confident if they would like to be "in charge of a meeting" and to share with the group something that was important to them as a homemaker. One of them hesitated and sought a reason to postpone such participation, but we believe that she will do so later. The other responded eagerly and the result was, in some respects, one of the best meetings of the year.

Mrs. L. was pleased to be asked to assume such leadership and, after thinking it over for a couple of weeks, told us that she would like to tell the group how she and her children share books. And she invited us to her home for the meeting. She lives in a public housing project and her quarters are not commodious, but she made everyone feel welcome and she invited a couple of her neighbors to join us.

The "lesson" that day was an "illustrated lecture" given from the mother's years of experience in trying to help her children love books and to learn from them. She showed some that she had bought when her oldest son, now in the armed forces, was a pre-schooler and told stories of what each had meant to the children. She told of planning special excursions for her younger children, such as a trip on a city bus to the Walgreen Drugstore, and of using the few cents she had for a treat to buy a Little Golden Book. She described experiences she had had in reading to her children and having the neighbor children come and quietly join the group. She explained where the books were stored--some on a bookshelf for easy access and some high in a closet and removed only on special occasions. She took great delight in showing us an abstract painting her youngest had brought home from school and titled "The Kissing Fish" because it reminded him of a picture in the animal book he had often looked at with her. Many of the books she had collected were of a reference nature which were used to answer questions as well as to look at and read.

The message the students received that day was far more impelling than it could have been if presented by an invited guest speaker. Their *consumer* buying habits were likely to be influenced as Mrs. L. urged the purchase of books instead of chewing gum, and their *parental* behavior might also change toward more use of books in interacting with their children. Even the volunteers went home feeling that perhaps they had not been giving their children and their books enough attention!

The value to Mrs. L. in hostessing for the group and serving

refreshments from her kitchen, and in having them hear and appreciate her experiences with her children, was great. Her confidence was given a lift, and she showed willingness to contribute in other ways to help the group grow.

We intend to keep trying to secure more active participation from all members of our group. Possibilities include:

If a member can play the piano, let her accompany carol singing at the Christmasparty or provide "background music" at refreshment time for some meeting.

Let the member who can cover shoes give a demonstration. Another may have had some experience in a beauty school and be able to demonstrate hair care.

The one who cooks at a fraternity house might be persuaded to share her skill at some specialty dish.

If one can type, she can help get out the notices for the meetings.

It is in such ways as these that some disadvantaged adults may be led to become self-confident enough to achieve independence. The next step might be their employment to assist the professionals in the program. Reiff and Reissman make a powerful plea for such involvement in *The Indigenous Nonprofessional* (see Selected References).

*Field trips.* We sometimes forget how difficult it is to get out of the house and do anything when there are several small children, no car, little money, and probably little energy as well. Field trips can broaden horizons and make life seem more interesting as well as provide opportunities for learning.

A field trip to a museum of natural history may seem quite unrelated to consumer education until one takes a second look. As an example of free recreation provided by the university, our trip introduced the concept of community-provided resources, an important element in any family's planning and management. If it invigorated the mothers, as it seemed to, by removing the boredom caused by too much routine, then another resource was affected, their energy. If they are able to take their children there and show them the wonders they have seen, then probably they will achieve new status in their children's eyes and increased self-esteem.

A field trip to the grocery store was an entirely different kind of experience. This one was designed to compare prices on a variety of common foods and to increase shopping skills, but it was less successful than we had anticipated. It was planned so that one volunteer teacher and two or three students could go to each of several stores accessible for their regular shopping and that, as prices were recorded on a prepared form, the volunteer could do some additional teaching in regard to food purchasing. Then all were to meet together and compare results and discuss the trip. The attendance, however, was so poor that day that there were fewer students than volunteers. Perhaps the students did not think this sounded like a very exciting meeting! Furthermore, the form contained too many foods for comparison, and there was insufficient time for discussing the results and drawing sound conclusions. Next time we shall prepare a simpler form that students can do alone and bring to the meeting. For



the volunteers, and for any teachers working with a similar group, however, it is a worthwhile experience to shop in the stores where the students shop and to note differences in prices, services, marketing procedures, and foods available.

Although we did not call it a field trip, a meeting held in the home of one of the volunteers certainly provided a broadening experience. In addition to the "lesson for the day," it included a tour of the house with emphasis on (1) storage and organization, (2) characteristics which make for easy cleaning, and (3) low cost and homemade decorative objects. The latter included children's paintings on the walls, bottles with dried milkweed pods, maps, travel posters, and cannisters made by covering coffee cans with adhesive-backed plastic in an attractive pattern. Storage pointers included protection from insects and mice, convenience, and orderliness. Several students commented about enjoying the meeting or "feeling at home," and one was overheard to say, "Even with all that money, she still had things that she had made herself for practically nothing!" They know their economic status and that of the volunteers is quite different, but there is little resentment when friendliness prevails and they can hope for improvement. If those who work with the disadvantaged can show them that there is honest reason to hope for something better, their contribution will be inestimable. One volunteer often quoted what she told her young son in trying to teach him to plan for the future: If you spend all your dimes, you'll never have a dollar. It is difficult, though, to urge saving among public aid recipients when the law forbids them to have more than a few dollars in the bank without reducing their allotment.

Another meeting held in the Home Economics Education facilities at the University of Illinois also provided a field-trip-type experience with an introduction to the campus and a glimpse into the professional life of some of the "teachers" in the group. The main activity for the meeting was a pot luck luncheon and some new learnings about nutrition as well as recipes to take home and try. These included homemade noodles, a tuna casserole, Waldorf salad, split peas, oven baked chicken, and a jello salad containing milk and fruit juice instead of water.

*Record-keeping activities.* There is general agreement among management specialists that the keeping of records affects planning for spending. In low-income families in which the adults are under-educated there is usually no "felt need" to keep records. If anything at all is saved, the most common pattern is to toss everything worth keeping into a certain dresser drawer; and there one might find letters, old Christmas cards, utility bills, and recipes along with rental receipts, green stamps, insurance policies, children's report cards, and installment contracts. To try to bring some order out of this chaos and to show some of the value of keeping orderly records, we introduced the idea at every available opportunity. The following activities were not entire meetings but were included as parts of meetings where appropriate, or encouraged as "homework."

On the day when the main "lesson" was household storage, one volunteer brought a simple file she had made from a small cardboard box and showed what she kept in it. In an orderly fashion and separated with tabbed sheets





One of the guests at this potluck luncheon was Dr. Elizabeth Simpson (center right). The vacant seat is for Ann Stice who took the pictures. Note nutrition charts and posters in background.

of cardboard, she stored (1) receipts, (2) medical records, such as immunizations, (3) contracts, such as leases or installment agreements, (4) an account book in which she recorded daily and monthly expenses, and (5) other documents such as birth certificates, insurance policies, and high school diplomas. As she showed these records and explained her simple procedures for organizing them, she told stories of how these records had been useful to her in specific situations and how she could have been "in trouble" without them.

If homemakers who have not been keeping any kind of records are to begin doing so, they must see some usefulness in the procedure, so we tried to help them get started in simple ways for which the usefulness was obvious. One such attempt was a recipe file. Many of our mothers had never used a recipe, and many were unable to read recipes as they are usually written, so we rewrote the recipes used in our potluck luncheons and food demonstrations, had them dittoed, and provided cards and loose leaf rings with which to make a "cookbook." Each time we

distributed a new recipe, we referred to the card file or cookbook and suggested that it be added.

On another occasion we suggested a different kind of record. We distributed the form shown below and requested each person, volunteer and student alike, to record for two weeks her purchases of (1) cokes or other "pop" drinks and (2) fruit juices. One purpose was to have them see whether they were spending more for non-nutritive soft drinks than for fruit juices and what the relative costs were for equal amount of each; and an additional purpose was to help them get the habit of recording food expenditures. Many did return the forms in two weeks, and the records showed lower expenditures for soft drinks than was usually the case; hence, a third purpose may have been served, i.e., to encourage reduction in amount of non-nutritive drinks purchased.

Other kinds of records which we suggested included the written plans for Christmas giving (see page 53), a list of names and telephone numbers of community agencies which can be of help, a list of the members of our group, and an accumulation of dittoed sheets which we distributed for use in children's activities--e.g., recipes for play dough, paste, and paint; patterns for stuffed toys; and ideas for children's or family games. Some of these are included in the last section of this issue.

1st Week	Coke or Pop	Amt. \$	Juices	Amt. \$	2nd Week	Coke or Pop	Amt. \$	Juices	Amt. \$
Mon.					Mon.				
Tues.					Tues.				
Wed.					Wed.				
Thur.					Thur.				
Fri.					Fri.				
Sat.					Sat.				
Sun.					Sun.				
Total					Total				

*"Show and Tell" meetings.* The joy and the learning to be gained from "show and tell" are not limited to kindergarten. Everyone loves to show his accomplishments and to be recognized; and nearly everyone enjoys seeing what his friends are doing. Some of our show-and-tell meetings (or parts of meetings) were strictly to give the mothers opportunity to display what they had done at home as the result of a previous meeting and to urge more follow-up activities. Others were to get more ideas for the project of the day, whether ideas for making inexpensive Christmas gifts or for serving carrots. And still others were to give concreteness to abstract discussions. For example, one meeting was devoted to a discussion

## CHRISTMAS IS COMING

Gifts	What	Make	Buy
Who			
Cards and Postage			
Decorations			
Food			
Recreation			
Others			



of "How I Enjoy My Children," and the volunteers brought items to show as they contributed their illustration of something they really enjoyed doing with one or more of their children. When the group was planning for children's activities for the long summer days after school is out, many brought toys and other play materials that were homemade, free, or inexpensive and suggested uses for them.



One student, who was timid at first, later offered to show everyone a new way to make a rug.

*Resource persons.* Using resource persons in consumer education classes for disadvantaged adults can have several values. It can add extra expertise to that already provided by the leader or leaders, it can widen the acquaintance of the students, and it can open up for them new sources of help in the community.

There is another, perhaps unexpected, value for the resource person himself as he comes to understand better the problems of this segment of society; and if enough citizens achieve this understanding, new policies might emerge in regard to community services, and bond issues including funds for educating these adults might possibly be passed. Attitudes toward programs provided by the Federal government might also be altered. Some of the resource persons whom we invited 'seemed to react thus favorably.

Great care is necessary in planning a meeting involving a resource person who is unfamiliar with the group and its purposes. Choice of a person to invite is of crucial importance, and preparation, with the resource person, for the meeting is vital to its success. We tried to choose those whom we thought to be understanding and empathic, and we were generally pleased with our meetings. A child psychologist, an Extension home economist, a Headstart coordinator, a Director of Public Aid, and others were able to communicate well with our students--with our help. But we were not always successful. One counselor with a private agency seemed to destroy the confidence we had been trying so hard to build by referring to the mothers as "public aid recipients" and assuming a rather "holier than thou" attitude.

One of the volunteers, Mrs. Alice Lansing, pointed out another value of having resource persons. She said, "These women need, as much as anything, to learn how to talk to the 'outside world.' They need to know how to ask questions--and to keep asking until they reach an understanding of the problem. In a 'club' such as ours, they have a chance to learn how to ask these questions in a protected environment. They can see how we probe for answers and how we define and redefine the question until we find out what we want to know. As they get to know us (the volunteers), they learn that we are 'on their side' and that we will champion their causes. Then it becomes possible for them to question the resource person and not risk losing face or being ignored. Hopefully, the lesson learned will carry over. I feel that it is better to have a less than satisfactory resource person than none at all. The 'Club' members must always speak up and 'save the day' for *our* women. This, of course, takes skill, but if everyone is alert to the problems, it can be done. The poor must learn how to talk to the unsympathetic."

It is important, of course, to write a letter of appreciation to each resource person, and one might, at the same time, give some additional interpretation to the events which transpired during his visit.

One activity of the volunteers' planning meetings was to suggest possible resource persons and how they might contribute. Possibilities in addition to those mentioned above might include: a representative of the Legal Aid Society, a physician or nurse, a person from a credit union, someone to explain the services of the public recreation department, a homemaker with skills to share or slides from a trip she has taken, a public school official, a librarian, or a beautician--depending upon the objectives to be attained.

### Occasional Extras

Now and then one of our volunteers came forth in an inspired way with extras that added variety and interest to our meetings--an unusual visual aid, a personal experience, a skill to share, or, as below, a poem. This one, by Eldora Longworth, gave a light touch to an important idea, comparison shopping with a plan. She illustrated with ads, box tops, catalogs, shopping list, purse, newspapers, etc., and titled it just "Shopping."

## Shopping

by Eldora Longworth

I'm going shopping on this day.  
There're things I need to buy.  
Now can I find the way to spend  
My funds without a sigh.

I make a plan--think carefully,  
About the things I need.  
I check the advertising well  
In papers that I read.

## Refrain:

I think it over, look around,  
And ask myself once more.  
Is there a smarter buy for me  
Than what I did before?

At Henry's Store away 'cross town  
I hear things sell for less.  
What does it cost to get there?  
More than it's worth, I guess.

*Refrain*

There's a store that's on downtown  
I like their labeled sack  
But if I buy too much down there  
I'll break my purse's back.

*Refrain*

Sometimes I send away for things  
It's easy and it's nice  
But when I add the postage  
It makes me stop, think twice.

*Refrain*

With box tops, coupons, dollar bills  
A half price radio  
But if I cannot try it out,  
Might find it just won't go.

*Refrain*

A nickel off they tell me now  
From cookies, pie crust, cake  
But when I figure what I spend  
My own I'll have to make.



*Refrain*

Sometimes my list I must revise  
From the list I started with  
I have to think again  
And use my time and know-how well  
To stretch my dollars, ten.

*Refrain*

## EVALUATION IN THE CONSUMER EDUCATION PROGRAM FOR DISADVANTAGED ADULTS

*Ann Stice*  
Assistant  
Home Economics Education  
University of Illinois

Evaluation includes more than tests and measurements. This fact becomes a necessary way of thinking in the program for the disadvantaged adult. Evaluation may be a way for the teacher to redefine an objective or a step in achieving a behavioral outcome to meet that objective, as well as a method for determining the knowledge attained by the student.

In order to fulfill the objectives of the program for the disadvantaged adult, it is necessary to develop accurate and appropriate evaluation instruments. The use of an evaluation form must, in no way, make the student feel threatened. Home visit guides, anecdotal records, and similar type instruments help the teacher to determine needs, progress, and changed behavior. Questionnaires, opinionnaires, reaction sheets and knowledge tests, even though they are not used in the traditional manner, aid in determining attitudes, skills and a student's ability to cope with his problems.

The methods used with the disadvantaged adult depend upon the personalities involved, the communications that have been established, and the student-teacher confidence that has been developed. The teacher's judgment will determine what possible evaluation procedures might be used.

The following samples are only suggested guides to be adapted to particular individual group needs and group situations. Since groups, like individuals, develop and respond differently, a teacher might prefer to construct her own evaluation devices.

Irene H. Wolgamot has this to say about helping the disadvantaged families: "There may be a few ground rules for working with the disadvantaged. ...Perhaps you would describe this (one) rule as a friendly manner or a warm personality--at any rate, we all react to it, regardless of our income level. And it can bridge the gap between us and others, including gaps of culture, race and nationality. We may gain the confidence of those we want to reach immediately--or it may take a long time. But it is the first step, without which we cannot move forward with a program of education and assistance."<sup>1</sup>

### Teacher Self Evaluation

Teacher self evaluation is an integral part of any form of teaching.

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<sup>1</sup>Wolgamot, Irene H., *Helping Disadvantaged Families Improve Their Diets*, Nutrition Program News, U.S.D.A., Washington, D.C., January-April, 1967.

Every teacher needs to analyze herself as a person as well as the effectiveness of her teaching.

The following are questions a teacher working in programs for adults with special needs might ask herself.

### Characteristics Desirable in Teachers of Groups with Special Needs<sup>2</sup>

Before starting homemaking programs for persons with special needs teachers should analyze themselves in terms of their personal characteristics and desires relative to working with disadvantaged groups. Some desirable characteristics of teachers for these groups follow:

1. Is earnest and desires to be of service to others.
2. Is honest about wanting to work on problems of low-income homemakers.
3. Considers it a privilege to participate in helping these homemakers on home and family living problems.
4. Has a human concern for the disadvantaged.
5. Is willing to spend the time required to be of real service.
6. Is willing to accept opportunities to perform additional duties for groups with special needs.
7. Is humble and dignified in attacking problems of the low-income groups.
8. Recognizes the need for continuous effort in order to show growth.
9. Has a self-imposed commitment to help involve others in a program for improving home and family living in own community.
10. Is willing to develop a meaning for self as a stimulus for the way to work with community groups.
11. Is willing to volunteer services and use all resource groups available in the community.
12. Is willing to lose own identity as problems are worked on for improvement.
13. Feels capable of understanding another group, another race, by relating self to others one at a time. (Empathy is learned in this manner.)
14. Is willing to share information and to learn from those who are being taught.
15. Has the personal qualities necessary to work well with people:
  - ready and willing to help others
  - is relaxed and free from tension around people
  - patient with self and others
  - has a sense of humor
  - has initiative
  - is resolute
  - does not antagonize others
  - able to criticize without offending
  - has enthusiasm and can inspire others.

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<sup>2</sup>From *Hints for Teaching Homemakers with Special Needs*, Kentucky Department of Education (Division of Vocational Home Economics), Frankfort, Kentucky, July, 1966., p. 2.



Suggested Check List for Teachers<sup>3</sup>

Answer *Yes* or *No* to the following questions. See how you measure up to the challenge of teaching homemakers with special needs.

	Yes	No
1. I believe Home Economics is a helping profession, and that I have a responsibility to help in providing instruction for homemakers with special needs in my community.	—	—
2. I believe that all individuals have worth and dignity as persons.	—	—
3. I will try to understand and appreciate rather than condemn, as I work with people with special needs.	—	—
4. I am willing to accept opportunities to perform additional duties.	—	—
5. I am willing to educate myself for the task through reading, listening, talking, and through first-hand experiences.	—	—
6. I am willing to learn more about and work with all groups in the community.	—	—
7. I am willing to lose my own identity as I work with other groups.	—	—
8. I am willing to work with volunteers in the community and try to help them understand ways to work with people with special needs.	—	—
9. I will make use of available resources and will seek cooperation of other services in the community rather than wait for groups to come to me.	—	—
10. I will refrain from imposing my values on others.	—	—
11. I will try to help individuals develop those values that are consistent with our democratic society.	—	—
12. I will avoid negative judgments based upon my own standards.	—	—
13. I will refrain from being condescending.	—	—
14. I will help people to be proud of their families, their traditions, and their accomplishments.	—	—

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<sup>3</sup>*Hints for Teaching Homemakers with Special Needs*, Kentucky Department of Education, Division of Vocational Home Economics, Frankfort, Kentucky, July, 1966, p. 5.

15. I will try to find ways to help people work with what they have for improved living. \_\_\_\_\_
16. I have the enthusiasm to try to find fresh approaches to the problems of groups with special needs. \_\_\_\_\_
17. I will use the mistakes I make for my own growth. \_\_\_\_\_
18. I have the health required for the task and am willing to spend the time. \_\_\_\_\_

#### Evaluation of Check Sheet

- 14 - 18 "yes" answers show a great desire to be of service to groups with special needs.
- 10 - 14 "yes" answers show human concern and a willingness to try.
- 7 - 9 "yes" answers show a lack of desire to accept opportunities for additional responsibilities.

## Characteristics of a Successful Leader for Low-Income Families

A wise man once said:  
 When you teach a man,  
     you teach one person.  
 When you teach a woman,  
     you teach a family.

Perhaps he was saying:  
 You, a woman,  
     have an important job to do.  
 What you do influences others.  
     How you do it influences others.  
     How you feel about life  
         influences others.

A word about leaders to teach low-income families: Catherine S. Chilman and Ivor Kraft of the Children's Bureau, U.S. Department of Health, Education and Welfare, have listed the following as desirable characteristics of a successful leader for low-income families:<sup>4</sup>

"A mature capacity for motherliness, the ability to give and forgive, to support, to guide with clarity and patience, and to set firm limits with both sensitivity and conviction....

"A sense of dignity which carries with it an aura of competent strength, but also permits its owner to perform unpleasant tasks (such as cuddling a messy baby) without loss of dignity.

"Creativity, flexibility, and a willingness to be something of a 'maverick' in one's own profession.

"Ways of dress and grooming which can make the group members proud of, but not overwhelmed by, their leader and present a role model they can realistically hope to emulate.

"Enthusiasm for living and an abundant supply of physical energy.

"An ability to translate intellectual material into practical experiential terms.

"Understanding of the psychological and cultural characteristics of people, both as individuals and as group members."

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<sup>4</sup>Chilman, Catherine and Ivor Kraft, "Helping Low Income Parents Through Parent Education Groups," in *Children*, 10:127-132, July 1963.



## Evaluation Guides for Home Visits and Home Projects

What the disadvantaged really *want* and need in a homemaking program is not discovered by direct questioning. This necessitates discovering needs and interests by a variety of methods, one of which would be the home visit.

Visits to the homes of class members are an excellent way to encourage attendance, to follow up instructions to evaluate what has been taught, and to determine needs. A pre-planned guide for use in recording observations and comments will be helpful and should be filled out soon after the visit is completed. The guide will be a tool to supplement memory and an aid to help the observer remain objective. When making home visits the teacher will show a genuine interest and understanding of family problems and be alert to situations permitting sincere recognition of family members.

The success of a home visit depends upon the teacher's ability to "put the homemaker at ease" and to "get over" the idea that she is there because of her interest in the homemaker and her family.

Student Doe, Jane Sample Guide for Home Visit  
 Address 304 E. B Street  
 Telephone 352-0016

OBJECTIVE: To secure information to help teachers determine teaching content and goals, and to increase teacher's knowledge of student's culture.

How many people live in the home? What type of housing?

7  
☒ Mother ☐ Father ☐ Trailer ☒ Individual House

2 Daughter(s) ages 14, 16 ☐ Unit in converted house or business structure

3 Son(s) ages 4, 8, 12 ☐ Unit in public housing

☐ Grandparent(s) ☐ Others

1 Grandchildren (no.) 9 mo. (16 yr. old daughter's child)

☐ Others

HOMEMAKING SKILLS	OBSERVATIONS	COMMENTS
-Cleanliness & orderliness Laundry problems (accumulation, no facilities) -Food preparation & mgt. - Clothing management	2/21/66 House orderly -Does laundry at home	
CONSUMER PRACTICES (look for) -Planned spending -Nutritious meals -Empty calories (cokes & candy) -Luxury items (hair wigs, elaborate clocks, etc.) -Installment buying	3/1/66 Cokes & Candy often on the table	Pays \$85 mo. rent no evidence of installment buying
FAMILY RELATIONSHIPS -Evidence of cooperation on household responsibilities -Method of intra-family communication (commands, consideration) -Sharing earnings (from paper routes, babysitting)	4/20/66 - Boys have a paper route -Mother shows consideration to her children	Mother feels a great responsibility for the grandchild
CULTURAL VALUES (shown by) -Effort to keep children in school -Evidence of books and magazines -Daily paper -TV viewing (continuously) -Parents interest in school programs	Has book for the children Has the daily paper TV is always on	Mother anxious to have daughter finish high school
OTHERS	House adequate but badly infected with roaches	Has one child in the EMH program

Name Doe, Jane  
 Address 609 Hill  
 Date 1/23/66

A home visit is a way of gathering evidence of whether a teaching objective has been met as well as a way of securing information to help teachers determine objectives. The following guide is for the former purpose.

# Sample Guide for Home Observations for the Evaluation of a Given Objective

Teaching Objective: To help homemakers get more nutrition for their money.

<p>LOOK FOR EVIDENCE THAT:</p> <ul style="list-style-type: none"> <li>-Food is stored in a protective fashion</li> <li>-Empty calorie foods are or are not bought</li> <li>-Inexpensive foods with high nutritional value are being bought</li> <li>-What is being served for meals or snacks is nutritious</li> <li>-Meals are actually being prepared</li> <li>-Family is planning ahead</li> <li>-Health is good or poor</li> </ul>	<p>1/23/66 Uses protective canisters</p> <ul style="list-style-type: none"> <li>- Shared budget plan of how she spends her money.</li> </ul>
<p>LISTEN FOR:</p> <ul style="list-style-type: none"> <li>-Comments about grocery shopping</li> <li>-What children ask for, to eat as snacks</li> <li>-Comments about storage</li> <li>-Comments about what foods are being prepared</li> </ul>	<ul style="list-style-type: none"> <li>- Saves change for bread money</li> <li>- Finds many uses for "Master Mix"</li> </ul>
<p>ASK:</p> <ul style="list-style-type: none"> <li>-Have you prepared a low-cost casserole recently?</li> <li>-Have any new foods been prepared?</li> <li>-Have you refused to buy coke and candy, and thought about getting more for your money?</li> <li>-Have you made any meat substitute dishes?</li> </ul>	<ul style="list-style-type: none"> <li>- Refused coke because of comments made in class</li> <li>- Made the casserole dish which was demonstrated last wk.</li> </ul>



Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

## Sample Guide for Home Projects

OBJECTIVE: To help students make decisions about home projects

SUGGESTIONS FOR USE: Before using the forms teachers may wish to introduce Home Projects as "something everyone does" and to give examples and situations to explain and motivate. Teachers will work with the students to help them fill out their guide and in some cases may need to fill it out for the student.

\*\*\*\*\*

WHAT WOULD I LIKE TO IMPROVE ABOUT MY HOME AND FAMILY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHAT CAN I DO TO START THIS IMPROVEMENT? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHY DO I WANT TO DO THIS?

\_\_\_\_\_ To improve family health

\_\_\_\_\_ To save money

\_\_\_\_\_ To make money

\_\_\_\_\_ For my own satisfaction

\_\_\_\_\_ To make my money buy more

\_\_\_\_\_ To make my family happier

\_\_\_\_\_ Others (Say what) \_\_\_\_\_

WHAT WILL I NEED TO DO THIS?

Money? \_\_\_\_\_ How much? \_\_\_\_\_

Time? \_\_\_\_\_ How much? \_\_\_\_\_

Supplies and tools \_\_\_\_\_

Information? \_\_\_\_\_ What kind? \_\_\_\_\_

Do I know how? If not, How can I learn? \_\_\_\_\_

HOW WILL I DO THIS?

Begin by

Then

Later

Finally

HOW CAN I TELL HOW WELL I HAVE DONE?

	A Lot	Little	Nothing
Did I receive satisfaction from the experience?			
Do I think the experience was useful?			
Did I feel a responsibility for the experience?			
Did I gain in self-confidence?			
Did I learn and develop any new skills?			
Would I know better how to start another improvement?			
Do I feel a sense of accomplishment?			
Do I want to share what I have learned by helping others?			

## Anecdotal Records

A record of comments and observations kept on individual students may be helpful in evaluating their needs and determining the progress made.

By dating entries and numbering cards an analysis of data could be made when needed.

5 x 8 note cards

Name _____ Address _____ Telephone _____		ANECDOTAL RECORD		CARD # 1
	Student's Comments	Teacher's Observation	"Next Steps" for Teacher Help	
Homemaking Skills	3/14/67 "I waited to call until after starting beans for supper."	9/20/66 Sews for family		
Consumer Practices	3/9/67 "I save change for bread money."	2/7/67 Does weekly shopping	Needs help to refinish dining chairs.	
Family Relationships		9/14/66 Children work as a team on household chores		
Other Needs	4/7/67 "I can manage to buy food stamps until the children need shoes."			
Housing Problems	4/21/67 "My utilities are \$60 a mo."	Poor insulation.		



## Tests in the Program for the Disadvantaged Adult

One function of evaluation discussed by Arny<sup>6</sup> is that of motivating learning. This is probably the most valuable outcome in using evaluation instruments with the disadvantaged adult. Opinionnaires and knowledge tests may prove helpful to stimulate discussion and to focus interest on subject matter.

The following tests and opinionnaire were used in Project HEVE with varying degrees of effectiveness. The banker considered the instruments on credit helpful when speaking to the class on that subject. He felt that student participation would have been difficult to obtain without them. In addition to involving the student there is value in having content and terms in a form to which the student can refer. If the leader reads the statements and allows the students time to follow and think through the content being presented, the students will understand more than they might if they worked on their own. In addition, the slow reader will feel more secure.

### Suggestions for Developing and Using Tests with the Disadvantaged Adult

1. Teachers should allow time to work and rework the forms and directions when preparing instruments. (When possible test with friends and co-workers.)
2. Rework, after using the forms, any parts which were questioned. The leader may ask student's help in stating a more meaningful question. (This will stimulate thinking.)
3. Be sure you are concise and clear. (Search for simple words to express questions, statements and directions.)
4. Make sure the format of the instrument is as easy to read as possible.
5. Keep the total length short. (Check content covered and eliminate repetitious, irrelevant questions.)
6. Make the items relate to the student's knowledge, problems and culture.
7. Present for use in a relaxed, non-threatening manner.
  - To protect the student who cannot read or write introduce the test in such a way that the student has a choice of whether to participate.
  - Teachers may wish to tell the students that they need not sign their paper.

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<sup>6</sup>Arny, C. B., *Evaluation in Home Economics*, New York: Appleton-Century-Crofts, 1953.

- Teachers might state the goal for the use of the instrument.  
(Example, the goal for opinions about credit: *To increase our interest in learning more about credit.* Note that this goal also includes the teacher.)
  - Read aloud each item or part and allow time for answering.
  - When completed, give students the *key* and repeat items of the test using them as a basis for discussion and student involvement.
8. The teacher's gain, from the use of the instrument will often come through the observations, questions and discussions which occur in administering the instrument.
9. As concepts are taught in the adult program, the teacher can construct a question to test each concept and the hoped-for behavioral outcome, record on a 4 x 6 note card placing the *key* on the reverse side. Place in a card file under content area and use for testing, reviewing, or to encourage discussion. Cards may be removed, analyzed, and improved as time permits. An example follows:

#### MANAGEMENT

GOAL - To help students realize they do have choices, and that they do make decisions.

BEHAVIOR: The students will be able to identify the first step in problem solving.

DIRECTIONS: Circle the letter in front of the correct statement.

QUESTION: The first step in working out a family problem is:

- A. Ask a relative for help
- B. Decide what the problem is
- C. Ask for professional help
- D. Ignore the situation

## Opinions About Credit

GOAL: To increase our interest in learning more about credit.

Directions: Decide how you feel about the following statements and place an X under one of the three choices.

CONSUMER CREDIT	Agree	Dis- agree	Not Sure
1. Generally people do not know how much they pay for credit.			
2. The cost of credit is hard to figure.			
3. It is easy to get credit from a door-to-door salesman.			
4. A good credit rating must be earned.			
5. Credit can be used safely only in amounts that one can reasonably expect to be able to pay back.			
6. Credit should be used only when the gain is important enough to offset the cost and the risk.			
7. Stores may encourage customers to use credit because they can make money on credit charges.			
8.. Consumer credit is easy to understand.			
9. We all ought to learn more about how to use credit and what it costs.			



# What Do We Know About Borrowing Money and Buying on Time

GOAL: To increase our interest and understanding of credit.

Directions: If the statement is true, circle the T before the following statements; if the statement is false, circle the F.

- T F 10. Using credit means getting goods and services now, and paying for them with money you will get later.
- T F 11. Credit costs money.
- T F 12. When you buy from a door-to-door salesman on a payment plan you are paying a hidden credit cost.
- T F 13. The cost of credit is sometimes called interest and sometimes called "carrying charge."
- T F 14. Buying on the installment plan will make the item cost less than if you pay cash.
- T F 15. If you are not able to make a payment on a TV set you have bought on the installment plan, the seller will pick up the set and return to you the payments you have made.

Directions: Place an X before the answer you think is right.

16. Which of the following usually charges the lowest rate for credit?

- ☐ (a) dealers or stores offering installment plans
- ☐ (b) banks
- ☐ (c) loan companies
- ☐ (d) pawnshops

17. If you borrow \$200 at a bank and at the end of one year pay the bank \$212, you have paid interest at the annual rate of:

- ☐ (a) 6% (percent)
- ☐ (b) 12% (percent)
- ☐ (c) 4% (percent)
- ☐ (d) 24% (percent)

18. Suppose you buy a TV for \$100 "On Time" with no down payment. You pay a "carrying charge" of \$6, making a total of \$106 which you pay in twelve equal monthly payments. What annual interest rate are you paying?

- ☐ (a) 6% (percent)
- ☐ (b) 9% (percent)
- ☐ (c) 12% (percent)

(This one trips all but the most wary. Many people fail to recognize that since repayment is by installment, and on the average over the 12 months the debt is only half the total amount, the \$6 interest is actually being paid for the use of \$50 for the year, and hence is at the rate of 12%.)

{

 \$  
 S-t-r-e-t-c-h-i-n-g  
 \$
 
}

Are You Interested in      Your Food Dollar

**OBJECTIVE:** To help the student spend her food money wisely.  
 To determine concepts learned from lesson on how two women spend \$10 and on comparison shopping.

**Directions:** If you agree, circle the T before the following statements; if you disagree, circle the F.

- |   |   |   |
|---|---|---|
| T | F | 1. You buy more protein for your money if you buy bacon than if you buy roast.                          |
| T | F | 2. Higher priced meat has more food value than lower priced meats.                                      |
| T | F | 3. Higher priced cuts of meat are more tender than lower priced cuts.                                   |
| T | F | 4. Money can be saved by studying the food ads.   |
| T | F | 5. The larger frying chicken has more meat per pound than the smaller size.                             |
| T | F | 6. Fresh whole milk costs less than other kinds of milk.  |
| T | F | 7. Many families do not have enough fruits and vegetables in their meals.                               |
| T | F | 8. Comparing prices of products within a store can save money.  |
| T | F | 9. A shopping list usually increases what you spend for food.   |
| T | F | 10. It can save money to study food labels.   |
| T | F | 11. There are many decisions to make when buying groceries.   |
| T | F | 12. Dry beans, cereals, cheese, milk, and eggs can take the place of meat because they contain protein. |
| T | F | 13. Convenience foods include the price of labor.   |
| T | F | 14. One \$10 bag of groceries has the same food value as any other \$10 bag of groceries.               |

Nutrition Knowledge and Its Application  
to the Buying of Foods

GOAL: To help the student get more nutrition for the money.

Behavioral Outcome: The student will recognize the nutritive value of foods and use this knowledge when buying food.

---

Directions: If you agree with the following statements, circle the T; if you disagree, circle the F.

- T F 1. When mixed according to directions, dry milk has the same amount of protein as fresh whole milk.
- T F 2. Carrots give our bodies a vitamin which helps us to see better.
- T F 3. The food we eat affects our health and the way we feel.
- T F 4. Eating foods from the four main food groups every day helps us to have a balanced diet.
- T F 5. Growing children need more milk every day than an adult does.
- T F 6. Children need food with protein to help them build muscle and renew blood.
- T F 7. Eating a variety of foods helps us have a balanced diet because different foods have different nutritive value.
- T F 8. Milk has calcium which helps build strong teeth.
9. Meat is a good source of protein. Which of the following foods also have a large amount of protein and can be used as a substitute for meat?

Directions: Place an X in the blank space in front of the foods which may be used as a meat substitute.

\_\_\_\_\_ Bread

\_\_\_\_\_ Cottage Cheese

\_\_\_\_\_ Apples

\_\_\_\_\_ Peanut Butter

\_\_\_\_\_ Eggs

\_\_\_\_\_ Milk

\_\_\_\_\_ Spinach

\_\_\_\_\_ Oleomargarine

\_\_\_\_\_ Dried Beans



10. For each pair of foods listed one food gives you more food value than the other for the amount of money spent. Place an X in the space in front of the food which gives you more food value for the money.

- |                               |    |                                |
|-------------------------------|----|--------------------------------|
| <u>      </u> Pork Chops      | or | <u>      </u> Hamburger Meat   |
| <u>      </u> Dry Milk        | or | <u>      </u> Fresh Whole Milk |
| <u>      </u> Prepared Cereal | or | <u>      </u> Cooked Cereal    |
| <u>      </u> Potatoes        | or | <u>      </u> Potato Chips     |
| <u>      </u> Tomato Juice    | or | <u>      </u> Fresh Tomatoes   |

11. Our health is likely to be better if we eat foods from the four main food groups every day. Choose the group to which each of the following foods belong:

Directions: Place an X under the group to which you think each of the following foods belong. Some may not belong to any group.

	FOOD GROUPS				None of These
	Bread & Cereal	Milk	Fruits & Vege- tables	Meat	
Cottage Cheese					
Longhorn Cheese					
Tomatoes					
Chicken					
Cabbage					
Sugar					
Oatmeal					
Peaches					
Milk					
Fish					

## Evaluation of Previous Learnings by Structured Discussion

Discussion may be used as an evaluation device. The following sample was used in Project HEVE as a way of determining what had been taught on decision making at a previous meeting.

### A Discussion Structured with Questions to Evaluate

**State the Situation:** Jane Doe, in discussing her problem last week, mentioned the nervous condition of her husband and that when he comes home from work, he eats and goes directly to bed. She then has the problem of keeping the children's activities from bothering him.

(To obtain student participation but not to supply the student with the steps in decision making, we started with a general question, and observed the way the students thought through the situation. We then proceeded to other questions as needed to evaluate the students' ability to apply the steps of decision making.)

**Start with the Question:**

What would you do if you had this problem?  
 - listen to remarks for alternatives.  
 - what principles are being applied?

**Then ask:**

- Does it help to write down some ideas?  
 - what alternatives are suggested?  
 - are suggestions plausible?

**Continue with:**

- Do you think it helps to think through and express what some of the possible choices might be?

**Another Question:**

- How can we think through each idea and guess at what would happen if we tried it?

**Last of All:**

- How can we know if we decide on the right choice of action?

Reaction Sheet to be Checked by Volunteers and/or Co-workers  
on the Structured Discussion

- I. Did you observe evidence of any transfer or use of the concepts used in the "Decision Making" lesson as we reviewed today the problem brought up last week?

Yes\_\_\_\_\_ No\_\_\_\_\_

- If so what evidence? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Did you expect to observe any evidence? Yes\_\_\_\_\_ No\_\_\_\_\_

- What was the most interesting thing you observed today?

\_\_\_\_\_

\_\_\_\_\_

- II. List 3 things you thought best about the class.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- III. List any criticisms of, or suggestions for the class that you might have.

- IV. Did you think the discussion was worthwhile as:

1. A teaching technique Yes\_\_\_\_\_ No\_\_\_\_\_

2. As an evaluation device Yes\_\_\_\_\_ No\_\_\_\_\_



## End of the Year Evaluation

GOAL: To see what we have done, and to decide what we would like to do next.

Directions: Place an X under the word which tells how much help you have gotten from this year's meetings on each of the following topics.

TOPIC	A Lot	A Little	Nothing	I was Absent
Making my home more attractive				
Seeing that my family gets enough food value for good health				
Getting more for my money when buying food				
Making my family happier				
Getting more clothes for my money				
Planning how to spend my family income				
Cooking better meals for my family				
Making me feel like a better mother or a better person				
Taking better care of my children				
Learning more about my community				
Making wiser decisions and choices				
Making new friends				
Knowing that other people care about me and my family				
1. Which of the following activities were helpful?				
Christmas workshop				
Making "Master Mix"				
Making flower arrangements				



Comment: This score card was given to the students in Project HEVE to use at home but when asked at the following meeting if anyone had scored themselves, no one had. We have separated sections for easier reading and believe it could be used at a meeting if read and explained, by the teacher.

### What's Your Daily Food Score?

If you have eaten			Score Yourself
Green and yellow vegetables (spinach, celery, carrots, etc.)	1 serving	10	
Oranges, grapefruit, tomatoes, or other vitamin C rich foods	1 serving	10	
Potatoes, other vegetables and fruits	3 servings	5	
Milk and milk products	children: 3-4 cups adults: 2 cups	20	
Meat, Poultry or fish	1 serving	15	
Meat, Poultry or fish or meat alternatives such as beans, peas, peanut butter	1 serving	10	
Eggs	1 daily	5	
Cereal, whole grain or enriched or two slices of bread	1 serving	5	
Bread, whole grain or enriched	1 or 2 slices at every meal	5	
Oleomargarine Butter or other fats	2 or 3 level Tbsp. butter or enriched margarine	5	
3 meals, each including some form of protein, such as milk or eggs		10	
Total Score			100
Possible Total is 100			Your Score _____

Adapted from Score Card from Wilson, Fisher, and Fuqua's *Principles of Nutrition*, New York, Wiley & Sons, 1959.



## THE "LITTLEST" CONSUMERS

Contributed by *Barbara Crowley* and *Mary Ann Stice*  
Volunteers, Project HEVE

Almost any program for disadvantaged mothers will have to include the pre-school children; ours was no exception. The purpose of the children's program was to provide simple learning experiences that were meaningful to them and to occupy their time so that the mothers would be free to concentrate on their own learning experiences.

The program encouraged mental growth for each age level. It provided experiences in associating with others outside the family unit, opportunity to learn some manipulative skills, and an introduction to group play, table manners, etc.

Working with these children gave us a better understanding of the problems which are faced by this segment of our society and convinced us of the necessity for continuing such a program with these children.



The children varied in age, size, sex and race, and all had a good time learning together. This scene was at the picnic.

We met each Tuesday afternoon while the mothers were meeting, and our attendance ranged from one or two to nearly twenty. We usually had at least two adults with the children and sometimes four or five. Others who assisted with this program with some regularity were Doris Sublette, Joan Hicks, and Shirley Cogdal.

The following suggests briefly some of the activities we engaged in:

- Creative play - grocery store  
 doctor and nurse  
 housekeeping  
 block building
- These four activities worked well for the younger children.
- "pretend" bus rides - excellent for tickling the imagination  
 "pretend" zoo and farm visits - used after actual trips to reinforce learnings
- play telephone  
 indoor ball games of various sorts
- Arts and crafts - painting with brushes - enjoyed by all (We made paint with liquid starch and food coloring.)  
 finger painting - many hesitated to get hands dirty  
 making necklaces with macaroni or spools - enjoyed  
 collages (mostly of fabric scraps)  
 crayon drawings - always good  
 play dough - They loved to make their own and they learned some color concepts. (See p. 85 for recipe.)  
 paper cut-outs  
 hats from folded newspapers or paper sacks
- Table play - making animals with marshmallows and toothpicks  
 stringing beads  
 recognizing geometric shapes (We made these from colored cardboard.)  
 jigsaw puzzles - great, throughout the year (We made these from magazine pictures, cardboard, etc.)  
 number games  
 sorting games (e.g., by sizes into egg cartons)
- Music -  
 parades, marches, etc.  
 musical instruments (pans, wood blocks, spoons, etc.)  
 singing - They liked Green Frog and Itsy-Bitsy Spider.  
 children's records - not very satisfactory  
 piano experimentation - interested
- Story time -  
 individual and group reading (We were not able to hold the interest of more than one at a time until near the end of the year when the group was willing to listen to Dr. Seuss.)  
 illustrated art stories - excellent because the child told the story  
 portrayals with puppets  
 story telling - This was better than reading.  
 finger plays

When we left the building with the children, we obtained the mothers' permission in advance. (See page 86 for permit form.)

Field trips and walks -

Easter display of animals at shopping center  
farm  
pet shop

"Head work" - Sometimes when the children were restless, we asked them to sit in a circle and listen for questions. The questions were chosen to suit the developmental level of the children present and to augment our objectives. Some examples taken from Highlights for Children<sup>1</sup> follow:

Do birds have hands?  
Does a squirrel have wings?  
Are your hands both the same size?  
Can you hear yourself speak?  
Is coal black or white?  
Is a kitten smaller or larger than a cat?  
Is George a boy's name or a girl's name?  
What are the colors of a cooked egg?  
Who is older, your mother or your grandmother?  
Is a piece of wire round like a ball or round like a broom handle?  
Who is heavier, you or your mother?  
Can a puppy cry? Can it laugh?  
Can you walk on your tiptoes?  
Does a mother cat read to her kittens?  
Does a pig say "please" and "thank you"?  
If you got lost could you tell the policeman where you live?  
Could a rabbit live long without water?  
Do birds sing while they are flying?  
Does a cat like milk? Do you?  
How is television different from radio?  
What is a parking meter?  
Are you a girl or a boy?  
Is a penny round or square?

Refreshments - nourishing drinks and foods using recipes that were given to the mothers. We tried to discourage "pop" and candy and to show that foods that were "good for us" also tasted good. Some examples were puddings, cookies, juices, junket, and chocolate milk made from nonfat dry milk.

Since the whole project operated without funds except for contributions from the staff, we were forced to keep expenses low and to demonstrate and use materials that the mothers could provide at home. Some suggestions for low or no-cost play materials are included on a dittoed handout. (see page 87)

---

<sup>1</sup>Highlights for Children, Inc., 37 E. Long St., Columbus, Ohio.



This is an example of "reading material" we distributed. The reading level is low, the format is encouraging, and there is no "preaching." We could not find anything simple enough to use without adaptation.

### Being a Mother

1. If my child is always getting into "TROUBLE" around the house or neighborhood, it could be:

- because he is bored.
- because he doesn't have enough to do.

Low-cost and no-cost toys which may help me keep him busy:

- pictures from old magazines to tell stories about or make puzzles out of
- cardboard boxes for playing train
- paper hats from newspapers and grocery bags
- play clothes (from mother's old clothes, heels, hats and bags)
- play store (used food boxes and cans)
- play dough
- finger paints or brush paints
- story books
- blocks made from scrap lumber (with sandpapered edges)
- macaroni or spools to string

2. When a new baby comes home the older children sometimes do things to get my attention like crying and being "bad." What should I do about this?

Some things I might do to make the other children feel needed:

- let them help with the baby    - do something special with each child
  - get the diaper
  - hold the powder
  - help feed the baby

3. If my child tells something that is not true, I will try to find out why he said such a thing. I would never spank him without knowing why he said what he did.
4. I do not want my children to be afraid of me. I want them to feel that they can come to me and talk over anything.
5. I will watch for times to "brag on" or reward my children for doing something good.

I will remember that children need to feel loved even when they are misbehaving.

I will remember that if candy is used as a reward it may cause bad food habits and health won't be as good.

I will remember that a hug is what children often need and want. They need to be sure that we love them.

## Recipes

### Play Dough

2 cups of flour	Mix, add water slowly to make
1 cup of salt	a dough. Divide and add food
1/2 cup water or enough to make a dough	coloring.

### Brush Paints

Add food coloring to liquid starch.

### Finger Paints

1/2 box Argo lump starch dissolved in 1 1/2 cups cold water  
 1 quart of boiling water  
 1 1/2 cups soap flakes (Lux)

Mix starch with cold water to form a creamy paste. Add boiling water and cook until mixture thickens. Cool mixture and add soap flakes stirring until mixed. Divide mixture and color with food coloring, store in covered jar.

Paint with fingers on brown paper bags or shelf paper.

### Paste

1 tsp. flour	Mix dry ingredients. Slowly add
2 tsp. cornstarch	water, cook over low heat, stir-
1/4 tsp. alum (may omit if used	ring constantly. Remove when
immediately)	mixture thickens. Store in
3 oz. water	covered jar.

### An Easier Paste

Add enough water to a measure of flour to make a usable consistency. Store in refrigerator if not used in a day or two.

## Permit Request

TO THE DIRECTOR OF TUESDAY AFTERNOON PROGRAM

AT

BETHEL AME CHURCH, 401 E. PARK, CHAMPAIGN

356-0323

You have my permission to take my child or children

name(s) \_\_\_\_\_

for outings or on field trips during the meeting  
period on Tuesday afternoons.

Parent's Name \_\_\_\_\_

Names of the adults working with your children are:

Miss Mary Ann Stice -- phone 586-4487

Mrs. Shirley Cogdal -- phone 367-6408

Mrs. Joan Hicks -- phone 344-5518

Mrs. Doris Sublette -- phone 352-3703

Thank you \_\_\_\_\_

(Teacher)



### Pattern for Ball

We used this pattern to make a soft ball to play with at the meetings, and at the end of the year we made enough for each child to have one to take home.

Cut 8 pieces  
or  
4 one color  
4 of another  
color

Corduroy in two complementary colors makes an attractive ball.

Sew together in pairs, then sew the pairs together to make halves. Last of all sew the halves together leaving a small opening for stuffing.

Old nylons make a wonderful filling. Also foam rubber, fabric scraps, or plastic bags.

This was also suggested for Xmas presents and birthday presents, a lovely gift at no cost. Could be personalized with paint, fingernail polish or embroidery.

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# ILLINOIS TEACHER OF HOME ECONOMICS

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## DESIGNING FOR CHANGE

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A publication of the Division of Home Economics Education,  
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## FOREWORD

*In this issue of the Illinois Teacher, we present what we believe to be some particularly timely articles and curriculum materials. You may need a magnifying glass to read Bessie Hackett's chart on the dynamics of vocational and technical education, but it seemed to us that it might be worth the effort to obtain one!*

*We are particularly pleased to present an article on vocational education by Congressman Roman C. Pucinski, a friend of home economics education in all of its aspects. Congressman Pucinski will give the keynote address at the national convention of the American Vocational Association in Cleveland, Ohio, on Monday evening, December 4. We hope that you are planning to attend.*

*The greater portion of this issue of the Illinois Teacher is devoted to materials developed in connection with a workshop on home economics in post-high school programs at the University of Illinois, summer, 1967. Professor Emma Whiteford served as workshop coordinator. Materials included were selected from those resulting from the workshop. Others may be published in the Illinois Teacher from time to time.*

*As usual, we solicit your evaluations and your suggestions for ways in which we may make the Illinois Teacher more useful to you in your work.*

*--Elizabeth Simpson, Acting Chairman  
Department of Vocational  
and Technical Education*





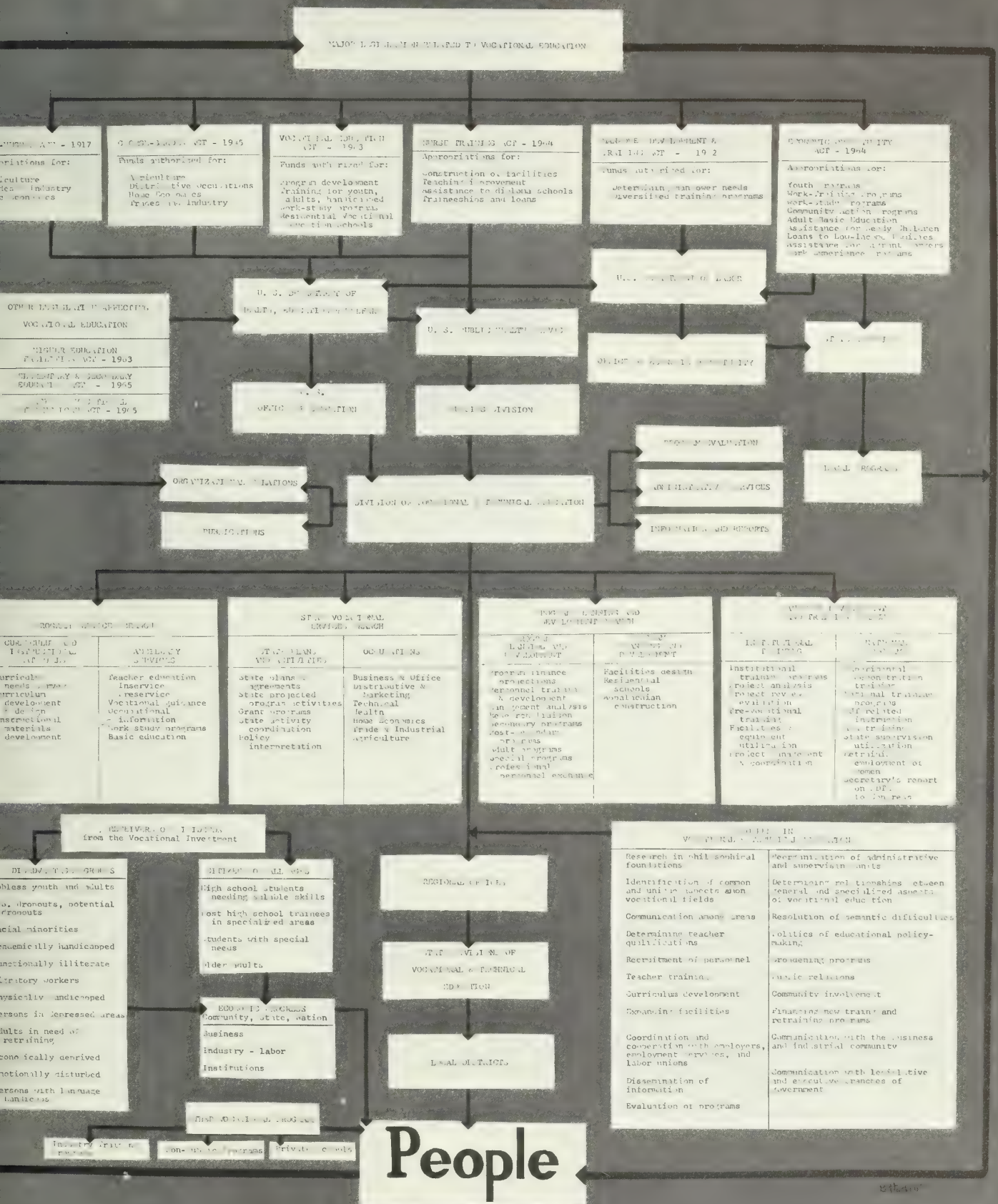
## DYNAMICS OF VOCATIONAL AND TECHNICAL EDUCATION

The following chart, developed by Bessie Hackett, presents in graphic form the dynamics of vocational and technical education. Interrelationships among the following are shown: bases for program decisions, goals of vocational education, vocational education legislation, research areas, governmental agencies, areas of program specialization, and problems and issues in the field.

# DYNAMICS OF VOCATIONAL







Today's educator has a responsibility for keeping fully informed and for participating in an informed, intelligent, and morally responsible manner in the so-called political revolution in education.

The following article by Congressman Pucinski is presented in line with this responsibility.

## VOCATIONAL EDUCATION--A HOPE FOR THE FUTURE

*U.S. Rep. Roman C. Pucinski of Illinois*



Roman C. Pucinski was a staff writer for the *Chicago Sun-Times* for twenty years before being elected to Congress. He also served with distinction as an officer in the Air Force during World War II. A member of the 90th Congress, he is serving his fifth term of office and is Chairman of the Standing Committee on General Education in the House of Representatives.

Now that the smoke and flames have cleared from the riot cities of the summer, one tragic fact stands out as a possible cause for the destruction in all areas--the rate of high school "dropouts" and unemployment among young people.

We can see now how strange it is that we allow about one million young people to leave high schools each year, untrained and uneducated, and yet expect them to find jobs.

Congress will act this fall on a program to help end the steady flow of school "dropouts" and to train youngsters for meaningful jobs. The program is the Vocational Education Improvement Act of 1967 which may well prove to be the "sleeper" bill of the 90th Congress.

It will boost Federal aid to vocational schools around the country to dissuade teen-agers from becoming an "unemployment" statistic and to fit them into the country's economic pattern. It will also attract former students who left schools before graduation and who now know the difficulty of finding employment without adequate education or training.



America is faced with the strange dilemma of enjoying its 7th year of continuous prosperity and at the same time registering an alarmingly high rate of unemployment among young people--unemployment not because they are too lazy to work but because they do not have the skills of modern technology.

Testimony before my House General Subcommittee on Education indicates that average unemployment rates among young people in the U.S. stand at 22 percent for young men and 24 percent for young women. But among young Negroes, the rates are 31 percent for young men and a staggering 46 percent for young women.

Compare these unemployment figures with the rate of school "dropouts" in the riot cities and a pattern begins to develop. The rate of "dropouts" for riot cities, according to figures supplied to the U.S. Office of Education is:

Detroit: Total high school enrollment of 72,719 for the 1966-67 school year dropped by 9,281 students for a loss rate of 12.8 percent. Boy students dropped out at a rate of 14.5 percent.

Newark: Students left high schools before graduation at rates of 7 to 9 percent between 1961 and 1967. Last year Newark schools lost 1,355 students for a 7 percent "dropout" rate.

New York: Of a total junior and senior high school enrollment of nearly 480,000, the loss rate was slightly more than 7 percent.

The irony of this situation is that the Labor Department's U.S. Employment Service reports that it had 233,861 unfilled job requests on file at its offices on June 1. It estimates that only about one-third of the available jobs in the country are reported to USES offices, thus making about 700,000 as the estimated jobs available in June.

They ranged from medical technicians, repairmen, clerical, to machine shop workers and construction helpers.

Each of these positions requires some practical training, but the many requests for Federal Manpower Development and Training programs cannot be filled because of the demands on the available funds. The obvious answer is that such occupations should have been taught to the thousands of jobless young people at vocational schools. We now recognize this failure and Congress hopes to remedy it in this legislation.

The Vocational Improvement Act of 1967, which I introduced into the House in March and on which public hearings have been concluded, will provide:

1. An increase in the maximum authorized annual Federal aid for vocational education from \$225 million to \$400 million.
2. An effort to keep students from "quitting" school before they

graduate by including a \$30 million annual authorization for work-study programs to help youngsters find part-time jobs while they study.

3. An initial \$10 million authorization of matching funds to help states establish residential vocational schools to attract past "dropouts" to schools where they can live and undergo vocational training.
4. A \$10 million expenditure for teacher training.
5. Another \$1.5 million for fellowships for vocational education teachers, educators, researchers and administrators.

Hindsight can be useful at times to pinpoint past errors and to prevent them from recurring. In this case, I believe, as do many outstanding educators, that our country over-reacted to the lack of college-trained engineers and scientists. For too many years, we have concentrated our greatest Federal efforts to improving higher education and assisting students to receive one or several college degrees.

There was general recognition that a technological revolution was under way, but little provision was made to give the necessary training in skills and trades to youngsters who will not enter the professions.

I am certain this legislation would go far to improve the conditions which have touched off the disturbances and help avoid conditions which spawn riots in the future.

By 1970--just two years from now--one out of every two youngsters attending school in America will be seeking some form of vocational training. We will have more than 9 million youngsters seeking vocational education.

The legislation is designed to provide facilities and teachers to meet this need.

It is my hope that the Vocational Education Improvement Act of 1967 will be a major step toward assuring that every American youngster graduates from high school with a "marketable skill." Those who go on to college can use such a skill to help defray the cost of higher education. Those who do not go to college will be prepared for gainful employment the day they leave high school.

## HOME ECONOMICS IN POST-HIGH SCHOOL PROGRAMS

### Highlights from a Summer Workshop

Editors for this issue of the Illinois Teacher



Mrs. Hazel Hasty was a member of the workshop. She teaches home economics at Urbana High School, Urbana, Illinois. She has been active in professional education organizations in Illinois and has supervised student teachers in home economics for the University of Illinois.



Professor Emma Whiteford was coordinator of the summer workshop on home economics in post-high school programs. During the 1966-67 academic year, she served as Visiting Professor of Home Economics Education, University of Illinois. In September, she assumes her new position as Professor and Chairman of the Department of Home Economics Education, University of Minnesota.



# HOME ECONOMICS IN POST-HIGH SCHOOL PROGRAMS

## Highlights from a Summer Workshop

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## HOME ECONOMICS IN POST-HIGH SCHOOL PROGRAMS

*Emma B. Whiteford*  
Workshop Coordinator



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School.

In this issue of the *Illinois Teacher of Home Economics* we will explore developing facets of home economics in post-high school programs. Although in many states, home economics programs have been included by post-high school institutions for some time, the implementation of recent national and state legislation has stimulated the need for assessment of programs already offered and for exerting redoubled efforts in organizing new occupationally-oriented programs of a technical nature geared to the interests, needs and abilities of today's youth.

To assist teachers and administrators in exploring information from programs already under way and to make tentative plans for programs suited to their communities, the Home Economics Education Division of the Department of Vocational and Technical Education at the University of Illinois College of Education offered a Summer Workshop on Post-High School Programs in Home Economics. The major purposes of the workshop were to:

1. Provide teachers and administrators with an intensive period of preparation in program development in home economics at the 13th- and 14th-grade levels.

2. Assist teachers in developing home economics programs at the post-high school level.
3. Develop curriculum materials which may be useful in the teaching of courses in preparation for home economics-related occupations at the post-high school level.

Workshop sessions included consideration of the present status of home economics at the technical and post-high school level, bases for curriculum decisions in home economics programs as well as procedures for developing occupationally-oriented home economics programs. What programs are already offered in home economics at the post-high school level? In order to find answers to this question, we inquired of state directors of vocational education, state supervisors of home economics, home economics educators and administrators in post-high school institutions for information relative to programs offered in their states and institutions. The responses we received were gratifying, indeed. We received names of persons responsible for programs as well as expressions of interest in information available from those who do not yet have programs in operation but who contemplate offering occupationally-oriented programs in home economics in the near future. We received responses concerning programs from 39 states and Puerto Rico. Contributions of information concerning offerings in home economics came as a portion of a letter, as outlines of courses, pamphlets and bulletins, all of which were helpful resources used in the workshop. In addition, we received numerous responses to our inquiry relative to the recommendation of names of persons who might be especially qualified and interested in attending the workshop.

In reviewing the literature in post-high school education, it seems appropriate to interpret the meaning of terms used in this issue of the *Illinois Teacher* as follows:

*Vocational and technical education* is defined as "training intended to prepare the student to earn a living in an occupation in which success is dependent largely upon technical information and an understanding of the laws of science and technology as applied to modern design, production, distribution and services" [1]. In the report of the Task Force on Education, *Education for the Future of Illinois*, the term "vocational education" beyond high school referred to special courses in training in vocational and technical education requiring a learning period of less than four years beyond high school [3].

*Comprehensive junior college* (community college) offers multi-dimensional programs which may include: *Vocational and technical education* in combination with general or academic education.

*College parallel*, general or academic programs which are transferrable to a senior institution for completion of a baccalaureate degree.

*Programs for out-of-school youth and adults* may be occupationally oriented, may be characterized as avocational and/or general in nature [4].



*Associate degrees*, according to Lynes, are given to the successful students at the end of two years by some junior colleges (mostly private ones) which concentrate on the liberal arts or pre-engineering [2].

*Certificate of completion* (certificate of training) is "written recognition granted to members of vocational classes upon satisfactorily completing the requirements of a course of instruction which was not taken for credit toward graduation" [1].

*Terminal courses* are those "which complete the subject matter of a specific area with employment as the immediate objective" [1].

Using available resources in the workshop, including the assistance of consultants as well as information from their home communities concerning resources available and needs for new programs, each participant in the workshop developed a curriculum project. Although the project in each instance may be expected to provide substantial assistance in advancing the program in post-high school education in the local community, in preparing materials for publication, we understandably find duplication of ideas. Therefore, in making the key ideas available within the limitations of space, the Editorial Board is pleased to present materials selected to represent a range of occupational choices.

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4. Medsker, Leland L., *The Junior College*, New York, McGraw-Hill Book Company, Inc., p. 16, 1960.

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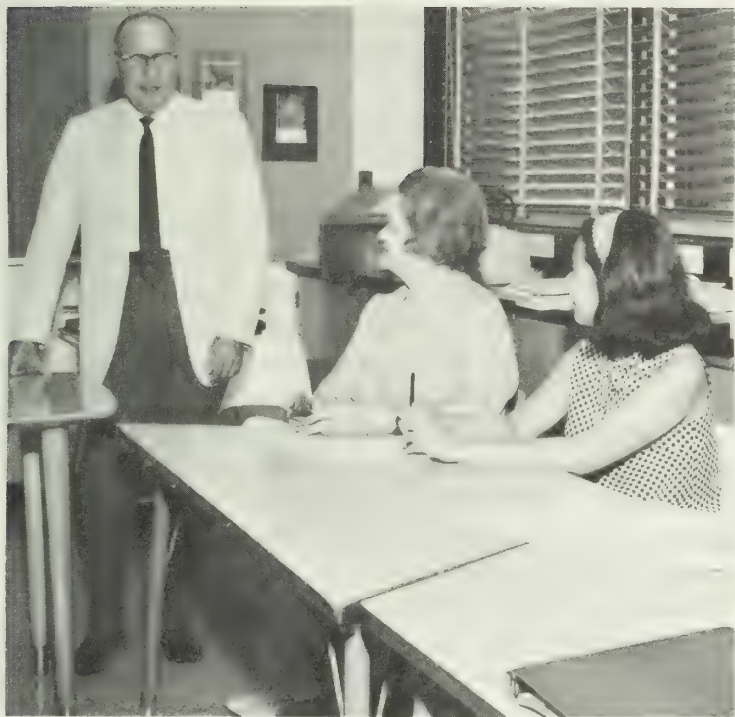
\*  
Recorders, Workshop Sessions.

\*\*  
Volunteers for Group Committees.



PROBLEMS AND ISSUES IN VOCATIONAL EDUCATION SERVING AS BASES  
FOR PROGRAM DEVELOPMENT\*

M. Ray Karnes\*\*  
University of Illinois  
Urbana, Illinois



Professor M. Ray Karnes speaking at a workshop session. On the right are Professor Whiteford and May Huang, Graduate Assistant.

There are many reasons why participation in workshops involving home economics educators is always a distinct pleasure. Approximately 30 of the reasons are present this morning. *You* are interesting, and this adds immeasurably to the challenge of home economics education and contributes to its fascination as a field of study.

You are to be commended for your commitment to a serious consideration of some of the most perplexing problems and issues which beset the field of your special interest. Although there may be a few among your associates who view with alarm the issues that tend to divide your ranks and there may be some who tend to avoid controversy out of

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\* Professor Karnes' presentation at the workshop was adapted from his keynote speech at the National Conference on Contemporary Issues in Home Economics Education held at the University of Illinois in May, 1965. Permission for publication of the speech in the *Illinois Teacher* was granted by the Department of Home Economics/NEA, publishers of the conference proceedings.

\*\*Professor Karnes, currently on leave as Chairman of the Department of Vocational and Technical Education, is Chief-of-Party of a University of Illinois group working at Njala University College, Sierra Leone, Africa.

fear of the prospect of damage to the image of home economics education, you are encouraged to meet the issues head-on.

If there are no issues in a given phase of education in this day, and if there is no debating among the people associated with that field, then that phase of education is sterile and its members are not responding to their professional obligations. The issues are present in this instance; they are receiving attention, but they will not easily be driven away. Achieving full and complete consensus will not necessarily resolve them. However, their clear definition and the bringing of your best intellectual efforts to bear upon them will undoubtedly lead to improvements in the program you represent.

A cursory survey of your current literature and participation in recent conferences involving you and your colleagues have indicated to me a serious concern on your part about the direction home economics education will take in the years ahead. If this be disturbing, you may take consolation in the fact that similar concerns are expressed by people in all phases of vocational education. These concerns are likewise shared by many school administrators and by interested laymen who observe the upsurge in demand for occupational education.

You have honored the speaker by requesting that a keynote address be presented at this first session of your workshop on "Home Economics in Post-High School Programs." The expectation expressed at the time the invitation was so graciously extended was that remarks should be made for the purpose of setting the tone for, and giving direction to, the workshop. This is a sizable order. May a somewhat more modest purpose be suggested--that of relating only one major issue which confronts education in general, and vocational education in particular, to the concerns to which you in home economics are giving expression. An examination of the purposes of the workshop suggests that it may be appropriate to select for consideration at this time this one, but broad, issue:

What should be the response of the entire educational enterprise to the increasing demand for (a) basic, fundamental education for all youth and adults and (b) occupational education for vastly increased numbers of them?

For most vocational educators this question becomes somewhat more specific: What response of vocational education will make appropriate programs available to all youth and adults of all age and ability levels, whether they now be in school, employed, or unemployed and in spite of any educational and socioeconomic disadvantages which may characterize large numbers of them? For home economics educators, on the other hand, the question takes on the character of the broader problem that confronts educational administrators and others who necessarily express concern for the entire program of the school: What should be the response of home economics education to the increased demand for (a) education of high quality for effective home and family living and (b) occupational education for wage-earning purposes? This is the central problem which currently comes to the fore when home economics educators convene in professional session.



Thus there is a parallel between the dilemma that faces the educator who has broad educational responsibilities and the one that is of current concern to home economics educators. Except for the extensive programs designed to prepare for employment in professional pursuits, the educational enterprise of America is committed almost entirely to general or basic education. This is applicable to the secondary school, the expressed vocational objective and the long period of federal and state support for vocational education notwithstanding. The current expectation is that vocational education will become a substantial part of the total program and that vocational programs will be developed for very large numbers not previously served and for occupations newly emerging.

Home and family living has received, over a long period of time, the primary emphasis in home economics education. Your purposes and programs have been much more closely allied with those of general education than with those of vocational education, even though they are supported in part from vocational funds. Significant improvements have been made in the quality of your program in response to the requirements of valid purposes of general education, and now you are asked to continue this important work and at the same time launch in rapid order a great variety of programs designed to prepare for wage-earning pursuits. Your concern is certainly understandable.

You know that the early drafts of the bill which became the Vocational Education Act of 1963 stipulated that at least 25 percent of any funds allocated to home economics education under previous vocational education acts must be used to finance programs designed to prepare for gainful employment in wage-earning occupations. Your pleas in behalf of the continued support of home and family living as receiving a central emphasis in your program resulted in the lowering of this requirement to the 10 percent which appears in the final version that became law in December 1963. You have now read the fine print in Sections 1 and 10 of the Vocational Education Act of 1963, however, and you have learned that the commitment to education for wage-earning pursuits of every dollar appropriated under this Act and under the previous acts that it amends is a prerogative afforded full legal support. The mandate is clear.

If home economics education is to share equitably in the increased federal and state support for the total program of vocational and technical education, home economics programs for wage-earning purposes must be developed on a broad scale. Again, your apprehension concerning what may happen to education for home and family living as you respond to this new charge is to be appreciated.

In the event that some members of your profession feel the need for support and reassurance--and there are indications that this is the case--let three statements be made: (a) Your professional efforts over a long period of time have resulted in the acceptance of education for home and family living as an essential offering of the school; regardless of future developments in the area of occupational education in your field, education for homemaking will continue to improve and will merit an important place in American education. (b) The new challenge of occupational education is one to which you will make enlightened and



effective response. (c) As you continue your efforts to enhance the program of education for home and family living and take on the added responsibilities associated with the development and conduct of programs for wage-earning purposes, you will have a high order of support for the two major phases of your important work from the vocational as well as from the general educator.

What is the source of the increased demand for education, particularly for occupational education? This new demand seems to derive from increased awareness of and concern about some compelling problems, mainly socioeconomic in nature. Time permits only a few general observations suggestive of their magnitude:

1. In the most affluent of the highly developed nations of the world, squalor, poverty, and cultural deprivation remain the lot of millions of people who neither contribute to that affluence nor share in it in a manner which enhances the dignity of man.
2. With economic growth occurring at a rate formerly assumed adequate to provide work opportunities for practically all members of the labor force, unemployment stubbornly persists as a major unsolved problem. Two aspects of the total manpower situation make for an interesting but disturbing paradox: There is a critical shortage of workers qualified for the kinds of jobs available, and there are millions of unemployed people. To maintain a labor force adequate to the total work demand is in the common interest. Continuing employment is a basic need of every member of the labor force.
3. The demand for education on the part of all people continues to increase as scientific and technological advancements add to the complexity of man's environment. In a nation long committed to universal education, there are millions of people who leave school without the minimum educational requirements for what lies ahead.
4. The social and economic costs of delinquency and other social pathologies are increasing at an alarming rate.
5. Many small towns and rural areas are deteriorating, and slum conditions continue to haunt cities as urbanization occurs.
6. The number of people who are dependent on some form of public or private assistance for survival continues to increase. Unless current trends are sharply reversed, the not-too-distant future may find a third or more of the population dependent on the affluence enjoyed by the two thirds who participate actively in the economic life of the nation. Perhaps the two thirds can bear the economic burden involved, but can society tolerate the problems associated with such a burden?

The conditions reviewed above derive in part from the tremendous

population increase of the past two decades. The accelerating advancement of scientific knowledge and technology and the attending impact upon occupational patterns add to the complexity of the problems identified. Failure to expand educational investments and educational opportunities in line with the increased numbers of people and in response to the increased demand for education on the part of each individual complicates matters. Economic growth, although at a high rate, has not been sufficient to generate jobs as fast as new job-seekers enter the labor market.

There is good reason to assume that the Congress must have been motivated by such problems as enumerated above when the following major pieces of legislation were enacted:

1. National Defense Education Act of 1958
2. Area Redevelopment Act of 1961
3. Manpower Development and Training Act of 1962 and subsequent amendments
4. Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963
5. Higher Education Facilities Act of 1963
6. Vocational Education Act of 1963
7. Library Construction Act of 1964
8. Economic Opportunity Act of 1964
9. Nurse Training Act of 1964
10. Appalachian Act of 1965
11. Elementary and Secondary Education Act of 1965

Reactions of educators and of laymen who support the schools to this massive legislative program and to similar measures at the state and local levels are many and varied. This legislation represents for some an indictment of the entire educational enterprise, in that many of the educational provisions call for the development of crash programs of a remedial nature. There is special concern expressed in the legislation for the salvaging of people for whom the formal school meant failure and discouragement. In several instances, major educational responsibilities are assigned agencies whose primary functions have not included responsibility for education. This is of concern to educators. Has the educational lag become intolerable?

While there is the tendency, in some educational circles, to take the position that the school is quite unable and should not attempt to solve such socioeconomic problems as school dropout, unemployment, poverty, and deprivation, there is at the same time the general feeling that the school should be much more responsive to such problems than has been true in the past. Laymen throughout America are raising all sorts of questions about the school and what it has been about while compelling socioeconomic problems persisted in haunting a society known for its affluence. Many educators exhibit some evidence of feelings of guilt as they contemplate sharp, charge-laden questions directed toward the school.

As school administrators learn that recent school dropouts and even high school graduates in large number are currently enrolled in such massive retraining programs as provided under the Manpower



Development and Training Act of 1962, questions are raised as to what the regularly constituted school might have done for these young people which would have made remediation and retraining unnecessary at this early stage in their careers.

Lest the impression arise that your speaker is assuming education to be the solution to all socioeconomic problems, perhaps a word of caution should be expressed at this point. Inadequacy of education and lack of technical competence undoubtedly represent an important barrier to employment for a significant portion of the unemployed, but there are also significant barriers in connection with which the school may be relatively ineffective: discriminatory hiring practices, legal restrictions, restrictions imposed by labor and managerial organizations, insufficient economic growth, the elimination of jobs through applications of advanced technology, and the sheer weight of the unprecedented numbers of young people who are entering the labor force in relation to the number of employment opportunities. Surely, the school has a major responsibility in connection with the first barrier named: inadequacy of education and lack of technical competence.

Through the right kind of education and occupational training, a correction could be made in the imbalance between what job seekers have and what work situations demand. The total educational enterprise will be adequate, insofar as preparation for employment is concerned, only when we no longer have great numbers of unemployed people alongside many thousands of jobs that go begging for want of workers who possess the basic education and the technical competence these jobs require. Full employment in our time may be only a pious hope, but surely the elimination of that portion of unemployment which is accounted for by inadequacy of basic and occupational education is a reasonable and defensible goal.

To the extent that you develop programs in home economics education that are designed to prepare for wage-earning pursuits, you join forces with all people in vocational education and with other professional educators and laymen who would have the school respond energetically to the increased demand for occupational education in America.

Your speaker predicts that the American school will respond effectively to the socioeconomic problems which gave rise to the massive program of federal legislation and that a major effort will be exerted within regularly constituted educational institutions to eliminate future needs for crash, remedial, and retraining programs outside the school. The increased demand for occupational education at all levels and the increased appropriations for this purpose have overriding implications for the total program of vocational and technical education. Only a few of the general implications will be mentioned here.

Programs in vocational and technical education must be developed to provide appropriate instruction for groups not previously served. There must be an expansion of programs to accommodate unprecedented numbers of young people and adults. Training must be made available in many occupations not previously represented in vocational and technical education. One of the staggering problems is the recruitment and preparation of greatly increased numbers of teachers. A very tough



problem will be the development and staffing of programs appropriate for the culturally, academically, and occupationally disadvantaged, both youth and adults. Another complex problem will be that of developing highly sophisticated, technical programs designed to prepare technicians in a great variety of fields. A problem of concern to all professional educators is that of developing an administrative structure within which extensive and adequate programs of vocational education may find a good home.

As indicated earlier, the problems and issues confronting home economics educators are those of general education *and* vocational education. You could have selected no more important problems for consideration at this workshop than those listed in the program. Your speaker therefore will not delineate implications for home economics education and will make no attempt to prejudge or prejudice the conclusions which you may draw.

May this brief presentation be ended with an enthusiastic expression of confidence to the effect that you and your colleagues in home economics education will develop programs in your field that will contribute very substantially to the expansion of occupational education opportunities for all youth and adults in the great variety of occupations in which competence is heavily dependent upon the subject matter represented in your field of endeavor. While, in a sense, this is a new undertaking for you, there is much in your background of preparation and experience which strongly suggests that the future programs for which you assume responsibility will be less inhibited by tradition than may be the case in any other phase of vocational and technical education. Two additional encouraging remarks:

- (a) Your speaker predicts that the record you establish in the development of programs for wage-earning purposes will be an enviable one.
- (b) At the same time he predicts that you will continue to improve upon the crucially important phase of your work directed to the elevation of the quality of the experience of the individual as a member of the one most important institution: the family.

SUMMARY OF PRESENTATION ON "THE GOALS FOR DEVELOPING PROGRAMS  
AT THE POST-HIGH SCHOOL LEVEL IN ILLINOIS"

*John Beaumont*, Director  
Vocational and Technical Education Division  
State of Illinois



Great changes have occurred in our society, namely, the moving from an agrarian, to an industrial and then to a technological society. We have not felt the full impact of this change. These changes have tremendous implications for *all* education at *all* levels.

Our rapid movement from the industrial to the technological age has resulted in a very high unemployment rate among youth. *All* young people need to be trained to enter this society for even the simplest jobs are machine-done and require an educated mind (not a strong back).

If we are to educate all people for society, how can we ignore the need for a melding of vocational and general education?

Concepts in vocational education are changing. In the past, specialization drove the fields of vocational education apart. Recognizing the many commonalities in the fields of vocational education may help provide a means of strengthening and unifying the increased efforts to prepare all youth to enter the labor force.

Vocational educators have begun to understand the need for realism in teaching by starting where the child is, rather than where a teacher thinks he should be.

With the decreased hours in the work week, a modified view of the

discretionary time is recognized. Some leisure-time activity may utilize occupational skills. For example, if a secretary donates her services to her church, it is leisure-time activity. If she uses her skill in an office for pay, it is considered work. The entire idea of preparing manpower for society is related to the goals set. Goals for secondary and post-secondary programs are very similar.

*Overall goals* for vocational education are:

1. Concern for people.
2. The development and conservation of our human resources.

*Long-term goals* include:

1. The recognition that every individual should have some occupational competency when he enters the labor force.
2. The provision of opportunity for individuals to relearn in order to be contributors to the labor force.
3. The provision of opportunity for the worker to move upward in order to make a greater contribution to self and to society.
4. The development of greater flexibility in education to meet the changes in society and in the economy. (Role of junior college).

*Immediate goals* are:

1. To provide each individual with some occupational competence during his educational program.
2. To establish better relations between vocational education and other groups.
3. To expand and redirect the program to meet the needs of those not already served.
4. To develop improved methods of collecting data and to use this data for evaluation and for the implementation of more effective programs.
5. To provide occupational information and guidance for *all* youth and to establish better rapport with guidance personnel.
6. To provide work experience on a much broader scale than ever before.
7. To reduce youth unemployment through vocational training.
8. To provide a transition from school to employment.
9. To expand the supply of trained workers to meet the critical manpower shortage in technical occupations.



Concerted cooperative efforts are being made to implement these goals in Illinois. For example, a coordination committee meets regularly to review requests for approval of junior college curricula. Research projects relating to junior college programs are under way. The articulation of programs in the secondary schools with those in post-high school institutions is receiving careful consideration. In occupational programs, emphasis is placed at this time upon health services and technical occupations involving electronics and data processing.

Indeed, we look forward to continued improvement in educational opportunities in vocational and technical education in Illinois.

THE HOME ECONOMICS-ORIENTED PROGRAMS AT THE POST-HIGH  
SCHOOL LEVEL IN ILLINOIS

*Lois M. Smith*, Acting Chief  
Home Economics Education  
Vocational and Technical Education Division  
State of Illinois

Impetus to development of the junior college movement in Illinois came about partly as a response to the Vocational Act of 1963. We now have 28 Class I junior college districts in existence as compared to 15 a year ago.

It is said by those who look at the projection of school enrollments that by 1970 an estimated 80 percent of all college-bound graduates will enroll in some type of two-year post-secondary program, junior college, community college, or area school.

Post-secondary offerings are becoming more and more available for those who have completed or left secondary school programs. The enrollment in junior colleges is more than four times what it was a decade ago. Instruction in the post-secondary school is designed for persons who have goals related to preparation for immediate entry into the labor market, as well as for those who are interested in preprofessional or general education and are working toward an associate degree or planning to transfer to a four-year college or university.

For a while the Division of Home Economics Occupations in the Illinois State Department of Vocational Education had only one program with an immediate employment objective at the post-secondary instructional level. This was for the preparation of child care aides at Wilson Campus, Chicago City College, Chicago.

Encouragement in developing programs for child care aides came from Mrs. Lillian Tauber, State Supervisor of Day Care Licensure for Chicago and vicinity, who had been in despair for years over the lack of trained preschool teachers. There has been a strong movement to upgrade nursery school workers. For some time a high school education was all that was necessary for a nursery school aide; however, the requirements now specify two years of college education for child care teachers.

In 1966-67, a program in food administration and quantity food service under the title of "Food Service Supervision" was approved through post-secondary adult supplementary classes. This program is now available at the Loop Campus, Chicago City College.

Adult vocational education by definition is instruction offered day or evening to adults or out-of-school youths over 16 years of age who are engaged in or are preparing to enter an occupation. Vocational education for adults is chiefly of an upgrading and updating nature,

offered on a part-time basis, or of a retraining nature for persons displaced by automation or technological changes.

To assist adults in better preparing for a new occupation, a proposal is to be submitted by the College of Du Page County at Naperville for establishing a program to train people for employment in the food, lodging, and recreation industries. This program comes in response to population migration to the western suburbs of Chicago and the current business growth there. The program includes 11 weeks of supervised employment in an approved hotel or restaurant. The kinds of jobs for which the program provides training are: maitre d'hotel, assistant manager, front office manager, executive housekeeper, catering manager, chef, and hostess. Courses in the liberal arts will be required to supplement specialized training.

Recently, a proposal was received for consideration and approval to train social service aides at the Wilson campus, Chicago City College. Eventually the College hopes to develop six or seven social service-type programs and combine them in a Social Service Institute.

The need for expanded social servicemanpower at a local level has been interpreted by representatives of major social welfare agencies in Chicago: Cook County Department of Public Aid, The Chicago Committee on Urban Opportunity, Catholic Charities, Family Service Bureau, and The Welfare Council of Metropolitan Chicago.

We anticipate the rapid growth of occupational programs related to home economics in Illinois. Bold, imaginative, and innovative curricula are needed. To help meet the growing needs of the labor market, new home economics curricula providing occupationally-oriented experiences for students seeking immediate employment are under way. For example, Sauk Valley, Rock Valley, and Triton Junior Colleges have indicated they propose to develop curricula in child care. Rock Valley Junior College plans to propose a curriculum in home management, and Triton Junior College a curriculum in clothing and design.

Today the role of vocational home economics has been expanded. We have a commitment to release the full potential of the field to develop occupational education in keeping with the changing society and the world of work.

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PERCEPTIONS AND PROJECTIONS OF HOME ECONOMICS  
IN THE COMMUNITY COLLEGE

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Historically, the junior college began its development at the turn of the century and grew slowly until the early 1950's. Since that time its growth has continued and the junior college is considered by some educators to be the "lustiest and fastest growing member" of our educational institutions today.

Edmund J. Gleazer, Jr., Executive Director, American Association of Junior Colleges, reported in August of 1966 at Michigan State University that more than 190 new junior colleges were in various stages of planning and development, with the likelihood that most of that number would open by 1970. At least 40 were expected to open in September 1966.

Many of the 190 colleges already have set time-tables for opening, although some are still "gleams" in the eyes of their planners. Establishment of these colleges will bring the total number to nearly 1,000 by 1970.

About 40 of the 50 states are formulating plans for public institutions that will expand and put at least two years of college opportunity within reach of the community they will serve. The trend in junior colleges seems to be following that set by California and Florida where there is one college for every 250,000 persons. California has some 80 junior colleges and will open five additional institutions in 1966 and 1967. Today Florida junior colleges provide higher education within commuting distance of 90 per cent of the state's population. Two of every three freshmen in the state are in junior colleges and this percentage continues to grow annually.

In addition to California and Florida, Michigan, New York and Texas have well-developed junior college systems. New state-wide developments which will have considerable impact on higher education are under way in Arizona, Georgia, Illinois, Massachusetts, North Carolina, New Jersey, Pennsylvania, and Virginia. New Jersey opened five community colleges in 1966 and 12 others were in the planning stage. The break-through in Massachusetts and Pennsylvania with their tradition of private and selective higher education is particularly notable. Pennsylvania is planning a state-wide system of 30 colleges. Michigan now has 24 community colleges serving over 60,000 students with ten additional institutions in the planning stage. The basic plank in New York's higher education planning is that 85 per cent of the population resides within daily commuting distance of public two-year colleges.

In Illinois only 4 of the 100 counties in the state are not covered by an existing junior college district, or included in proposals for such districts. Nineteen institutions are at various levels of establishment.

Gleazer also pointed to the growth of community colleges in urban areas, with many areas developing multi-campus operations to insure accessibility to all citizens. Among cities with community college operations are Boston, Miami, Los Angeles, St. Louis, Cleveland, Philadelphia, Birmingham, Pittsburg, Dallas, Fort Worth, Seattle, Portland, Dayton, San Francisco, Spokane, and New York.

In the fall-1965, 1,292,753 students were enrolled in junior colleges, a growth of nearly 30 per cent over the previous year. Gleazer predicts that nearly 2,500,000 students will be in junior colleges by the early 1970's. If the nation as a whole offers the same community college services as does California--where one of every 34 persons is a junior college student--we could expect as many as 6,500,000 students in junior colleges by 1975.

Gleazer also estimated that about \$5,000,000,000 will be spent for buildings and facilities during the next 10 years, if colleges are established at the rate now anticipated, with a cost of about \$10,000,000 per campus. These figures suggest that the citizens of this country are aroused and concerned about the nation's need to provide universal educational opportunity for at least two years beyond the high school.

The junior colleges have developed in different ways in different areas of the country. They vary all the way from a two-year special-purpose liberal arts institution to two-year technical institutes. In recent years a pattern has begun to emerge among the strong institutions and it would appear that it would predominate in future developments. Emerging is a public institution with an open-door admission policy, located in an urban area at a population center that will allow students to commute from their homes which has adapted the community college concept. These new community colleges as well as existing institutions will have appeal because of their accessibility--financially and geographically--and because of the variety of their programs. They will offer liberal arts and general education programs leading to transfer to other institutions, and will provide scores of programs to prepare men and women for job entry at the end of two years or less. They will serve as focal points for continuing education for adults, and they will provide a variety of services to their communities.\*

As a graduate student I became very much interested in the community college concept and became very curious concerning the status

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\*The first part of this paper draws heavily from two articles--"Increase; More Than 190 New Junior Colleges in Various Stages and Planning of Development," *School and Society* XCIV (November 1966), p. 380, and Robert H. McCabe and R. O. Heckerman, "Place of Junior Colleges in Higher Education Today," *Science Teacher* XXXIV (February 1967), p. 34.



of home economics in this fast-growing educational institution. Thus in 1962-63 a study was made of home economics in the two-year institution which could be identified as a community college in order to:

1. Determine the present status of home economics offerings in the community colleges of the United States in relation to four specific functions: preparation for advanced study, vocational education, general education, and community service.
2. Secure opinions from chief administrative officers, curriculum directors, and home economics teachers of the community college and leaders in the field of home economics concerning the contribution they thought home economics should make to these four specific functions.
3. Identify some of the major problems which community college officials and professional home economists have experienced or anticipate when developing and administering home economics programs designed to meet the major functions of the community colleges.

The term community college was used to include all those institutions, private or public, which had a broad, comprehensive program offering transfer, terminal, and evening-extension programs for full-time and part-time students. No attempt was made to use all the two-year institutions which have home economics programs since this study was particularly concerned with those institutions offering broad, comprehensive programs. Any institutions offering only one or two specialized programs, such as college-parallel or terminal or a specialized area such as commerce or engineering were arbitrarily omitted.

Of the 676 two-year institutions listed in the 1962 Junior College Directory, 297 seemed to meet the requirements of the institutions desired for this study. One hundred thirty-five of these institutions had home economics programs and 143 did not. Thirty-two were privately controlled and 246 were publicly supported.

Two hundred seventy-eight institutions were finally selected for the study and returns were received from 233 institutions. Thus the information from this study was secured from 92 administrators in institutions which did not offer home economics; 77 administrators, 71 curriculum directors, and 78 head home economics teachers in those institutions which did offer home economics; and 24 selected leaders in the field of home economics on various levels.

In summarizing the present status of home economics in community colleges from the data secured from the above source it was evident that:

1. Home economics was offered in less than one-half of these institutions. Most of the home economics programs were offered in the older institutions, while many of the newer colleges were not offering such courses. Most of the

programs had been established for a rather long period of time having had their programs for twenty years or more.

2. All but about one-third of the departments indicated they had adequate space and facilities for teaching home economics. Most of the teachers felt they had adequate library facilities. The median number of books relating to home economics added each year was 19.8.
3. Over three-fourths of the home economics departments were organized as a separate department. One-half of those organized with another department were with physical science. Fine or applied arts seemed to be the next division mentioned most frequently.
4. Most of the teachers seemed to have good academic preparation in home economics and a number had had valuable work experiences. The number of instructors in each institution ranged from one to seven. Over one-half of the institutions had only one teacher, either full time or part time. Over 70 per cent of the institutions required or preferred a master's degree. Almost all of the teachers had their degrees in some area of home economics or some closely related area. Over one-half of the degrees were received in general education or home economics education. Foods and nutrition and clothing and textiles were the two specialized areas in which most of the degrees were received.
5. The highest number of courses taught and the highest enrollments were in two areas--foods and nutrition and clothing and textiles. In some colleges the only courses taught were in these two areas.
6. The majority of the courses taught had as their purpose preparation for advanced study or preparation for homemaking. Many of the courses were designed to serve both purposes. Less emphasis was given to credit adult education classes, few courses were designed to prepare for wage-earning occupations, and very few institutions offered non-credit adult education classes.
7. In general, the teachers felt that home economics should contribute more to the major functions of the community college than they were now emphasizing in their present teaching. They felt their greatest contribution was to help students improve their personal and family living. The second was to provide basic home economics courses for students who plan to continue in a home economics program in a four-year college. However, a few more teachers indicated they were now giving more emphasis to this purpose than they really thought they should. They thought they were giving less and should give less emphasis to training for specific wage-earning occupations and non-credit adult education courses.
8. The administrators, curriculum directors, and teachers in



those institutions with home economics programs were in rather close agreement on the major purposes which home economics has in relation to the functions of the community college. They differed greatly on only two purposes. The community college officials thought more emphasis should be given to training for wage-earning occupations and that more opportunity should be provided for adults to take courses for additional learning than did the teachers.

9. The administrators without home economics and the leaders in the field did not indicate that home economics had as great a contribution to make to the major functions of the community college as did the officials and the teachers in those institutions which offered such courses.
10. Only a small percentage of the leaders in the field thought that home economics should provide basic home economics courses for students who plan to continue in a home economics program in a four-year institution. Slightly more than one-half of them thought that home economics had a contribution to make to either of the vocational functions--educating for homemaking and training for specific wage-earning occupations.
11. More of the teachers thought that home economics was making a major contribution to the functions of their institutions than did the administrators and the curriculum directors.
12. Contributing to the general education of the students was the major contribution mentioned most frequently.
13. More teachers had plans for future developments of the program and facilities than did administrators and curriculum directors.
14. To enlarge course offerings and improve facilities seemed to be the plans mentioned most frequently by teachers, administrators, and curriculum directors.
15. Immediate and future plans seemed to indicate that greater emphasis would be given to the area of child development and family relationships. A few institutions planned to increase their terminal and adult education offerings.
16. Low enrollments due to lack of demand and interest seemed to be the greatest problem mentioned by community college officials and the home economics teachers. Other important problem areas were status, personnel, and facilities.
17. Many administrators felt that the success of the home economics program depended upon the ability of the teacher to develop and administer stimulating and challenging programs.
18. Although many of the institutions which now offer home economics programs plan to enlarge their offerings, there was little indication that very many of the institutions which did not offer home economics had definite plans to begin new programs within the next year or two.



19. From a comparison of the findings with the findings of a study completed by Frances Tunnell Carter in 1954, there seemed to be little change in many aspects of the home economics program within the last ten years.

From the findings of this study one might conclude that:

1. There has been little change in the home economics programs offered in community colleges.
2. There is little evidence that course content and method have been altered to keep pace with the changing needs of our society.
3. Comments from the administrators indicated that they felt a good teacher was one of the most important factors in determining the success of the home economics department.
4. There still seems to be a need for community college officials and professional home economists to clarify and define the function of home economics in the community college.
5. Many of the teachers and leaders in the field did not think that home economics should train for specific wage-earning occupations while a somewhat higher percentage of community college officials thought this should be true.
6. A high percentage of the courses offered were in two areas--foods and clothing.
7. Some courses may not meet the needs of the students because they have so many divergent purposes that they do not satisfy any real need. Most of the courses listed had three or four purposes.

For your discussions I would like to suggest the following questions:

1. What changes have taken place in home economics programs in the community colleges in your state since 1963?
2. Is any attempt made in your state to coordinate the purposes of home economics programs in the different post-high school institutions?
3. What help or assistance is available to community college officials who want to develop or improve home economics offerings in their institutions?
4. Is any provision made in your state for pre-service or in-service training of home economics teachers to teach in the community college?

## HOME ECONOMICS PROGRAMS AT THE POST-HIGH SCHOOL LEVEL IN OHIO

### Highlights of a Presentation

by *Margaret McEniry*  
Ohio State Supervisor of  
Home Economics Education



Miss Margaret McEniry (seated second from right) confers with Miss Theresa Franklin of the Memphis City Schools, a member of the workshop. At the left are Professor Elizabeth Simpson (seated) and Professor Emma Whiteford.

Home Economics personnel in Ohio have worked closely with other services in developing the occupationally-oriented aspect of home economics in the state. Research concerning the educational level of Ohio's population and occupational needs in the state have given important clues for planning and developing programs.

- The 1960 census revealed that only 7.6 percent of Ohio employees (by occupational areas) were professional whereas 42.2 percent were employed as craftsmen and technicians.
- Sources of information released by the Ohio State Department of Education in 1965-66 state that 77.2 percent of 12th grade students were being trained in college preparatory-general programs.
- According to the Ohio State Department of Education, of every 100 students who entered the first grade, 76 graduated from high school, which means that 24 dropped out.
- Ohio's figures also indicate that out of every 100 that

started first grade only 14 completed and graduated from a four-year program.

- The largest area of need for workers in Ohio was in technical and craftsman fields.

Information concerning the jobs of women in 88 counties was also gathered. In addition, the following national projections regarding women workers were helpful in program planning:

- By 1970, every third worker will be a woman.
- Two of every five will have a child under six.
- Three of every five will be married and living with husbands.
- A single girl may expect to work 40 years in paid employment outside the home.
- A married woman is likely to work 23 years in paid employment outside the home.

Restructuring the home economics program in the state resulted in: a comprehensive program in the 9th and 10th grades to develop basic knowledge and skills for homemaking; semester special interest courses for building skills; a job-training track with the possibilities of both terminal training and preparation for continued study at post-high school levels. Job-training programs at the high school, adult, and technical level are being structured mainly under the joint vocational school plan (area schools). However, many job-training programs in vocational home economics are emerging in comprehensive high schools also. Local advisory committees have given invaluable aid in structuring training programs.

Flexible offerings for homemaking at the junior and senior level made it possible to meet student interests by offering such courses as a "non-major" in homemaking and semester courses in specialized areas of this field. Specialization of semester courses often leads to students' enrolling in a job-training program in the area. Job-training programs were structured for the juniors and seniors wishing to get training for employment upon the completion of high school.

The term "technical," as used in the following chart, refers to two-year programs leading to the Associate Degree. All vocational services, including home economics, structure their technical program under the following plan:

- 50% technical-related instruction;
- 20% communication and leadership instruction;
- 15% laboratory work experience;
- 15% cultural and other academic offerings.

Following the chart is a brief description of each of the two areas, child development and food service, where developments in home economics at the post-secondary level have been greatest in Ohio.



Ohio's Plan for Vocational Home Economics  
for Job-Training Programs

High School	Adult	Technical
I. Child Care Services	I. Child Care Aides	Two-Year Post-High School Programs
A. Cooperative		
1. Aides (1 year)	II. Clothing Service Workers	I. Food Service Technicians
2. Assistants (2 years)		
II. Home and Community Services	III. Drapery, Slipcover and/or Upholstery Workers	A. Columbus Area Technician School
A. Cooperative (1 year)		
*B. Occupational (2 years)	IV. Food Service Workers	B. Lorain Community College
III. Homemaking Aides for Nursing and Rest Homes	V. Homemaker's Assistants	C. Penta-County Technical College, Perrysburg, Ohio
A. Cooperative (1 year)	VI. Visiting Homemakers	
*B. Occupational (2 years)	VII. Management Aides	II. Child Care Technicians
IV. Food Service Workers	VIII. Hotel and Motel Housekeeping Aides	
A. Cooperative (1 or 2 years)	IX. Homemaking Aides for Nursing and Rest Homes	A. University College Cincinnati, Ohio
*B. Occupational (2 years)		
V. Clothing Service Workers		
A. Cooperative		
1. Clothing Seamstress (1 year)		
2. Drapery, Slipcover or Upholstery Seamstress (1 year)		
VI. Diversified Areas		
A. Cooperative (1 year)		
*B. Occupational (2 years)		

\*For students of limited abilities. All other program offerings are for students of average ability or above.

### Child Development Technology

The Child Development Technology curriculum is designed (1) to provide academic background and practical experience necessary to becoming a successful assistant to a nursery school teacher or day care director and (2) to provide the foundation for further growth as a teacher of pre-school children.

A Child Development Technology program was started in September 1966 at The University College, University of Cincinnati, Cincinnati, Ohio. The programs are open to both boys and girls who are high school graduates. Persons satisfactorily completing the full two-year curriculum as required will be given a transcript, a certificate of completion or an Associate Degree.

## Food Service Technology

Food Service Supervisors must have a fundamental knowledge of the principles of food preparation and service and must exhibit leadership ability in directing work activities of others.

The curriculum will consist of selected basic courses offered by the Technician School with emphasis in food service supervision. During the two-year program, practical work experience in hospitals and other institutions will be provided.

Under the auspices of Vocational Home Economics, programs were initiated in September 1966 at two technical colleges in the state. Food Service Management is offered at: Columbus Area Technical College, 557 Mt. Vernon Avenue, Columbus, Ohio, and also at Penta Technical College, Oregon Road, Perrysburg, Ohio. A similar food service technology program is to be initiated in September 1969 at Lorain Community College, Lorain, Ohio.

## Short Programs

In addition to the two-year programs, short programs for training workers for specific occupations are provided in the post-high school institutions. For the most part, these programs have been structured for the good-average student.

Program development in home economics in Ohio is rooted in the concept of the woman's dual role as homemaker and employed person. Preparation for both roles is essential for the woman worker.

## Team Efforts

All services work together as a team. This cooperative effort has had positive effects for program development and for public relations. It has resulted in improved communication and understanding among those in the various areas of service. It has strengthened vocational home economics in its new role of preparing for both homemaking and employment. In training adults (either retraining or upgrading instruction), one thing that is being discovered is that home operation--the management of the home, the importance of family roles--is becoming increasingly important. Therefore, Ohio educators are realizing the great need for home improvement through stronger homemaking offerings at both high school and adult levels as an essential contribution to the economy of the work world.

GUIDES FOR DEVELOPING FOOD SERVICE PROGRAMS  
AT THE POST-HIGH SCHOOL LEVEL

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The food service industry ranks among the four largest industries in our country by dollar volume of sales. Trends in food service indicate that we may expect:

- By 1975, one meal in three may be eaten away from home; in 1915 only eight percent of the meals were served outside the home.
- In a retail trade, one of every six persons working is a restaurant employee.
- The demand for career people in the food service industry is increasing.
- Sixty different types of jobs in food services have been described with opportunities for individuals with varied abilities and skills.
- Food service work requires many competencies; examples of the distribution of positions follow:

Administrative personnel--10 percent of all food service workers (apt to be college graduates).

Supervisory positions--15-25 percent.

Skilled workers--65-80 percent.

Unskilled workers--5 percent.

- The types of food services are increasingly varied. Examples are:

Hotels--coffee shops,  
restaurants, dining room  
Restaurants--all types  
Private clubs  
College residence halls  
College union buildings  
Cafeterias  
Catering  
Industrial food services  
School lunch  
Hospitals--patients,  
employees, guests

Convalescent homes  
Retirement homes  
Meals on wheels  
Welfare institutions  
Military services  
Frozen food factories  
Vending companies  
Airline food services  
Railway food services  
Ship food services  
Food management consultants



- With trend toward a minimum wage scale, demand for more skilled workers is accelerating.
- Development of automatic equipment is further reducing the opportunities for less skilled workers. A survey has shown that 68 percent of the customers were lost due to poor service.

There is already a substantial demand for trained workers.

- 150,000 new jobs open each year, not replacements.
- 1,000,000 waiters and waitresses.
- 600,000 cooks.
- 350,000 kitchen workers.
- 200,000 counter and fountain workers
- 40,000 skilled workers needed, only 10,000 enrolled in courses for these jobs.

A career in the food services is interesting, profitable, and offers advancement with effort. Persons with educational preparation progress more rapidly. It is still possible with limited preparation to climb through experience, yet it may require many years of concerted effort. Trend is toward college-trained management in the industry. Increasingly, employees are finding special training necessary. For example, a dish machine operator must be skilled in the operation of the machine, necessary sanitary procedures, and maintenance of a large capital investment. Supervisory workers are gaining in responsibility and recognition for their contribution as coordinators between skilled workers and the administrative personnel. Educational preparation is dependent upon the level of responsibility required in the assignment. The status of any job depends upon its recognition by the industry and the community. The food service industry needs increasingly to be interested in educational programs:

- Recognize the need for better prepared personnel.
- Assist in job-training programs; employ the graduates.
- Offer rewards appropriate for skilled workers; wages and fringe benefits commensurate with other personnel.
- Increased attention needed on in-service preparation relative to unique aspects of individual business.
- Increased attention needed with respect to community cooperation.
- Increased recognition should be given for good employee performance.
- Responsibility of teachers in developing criteria by which employees may measure their level of performance.

By the use of a "flow chart," the various stages of progression in food services were explained. Progression of stages of food preparation as foods pass through the work stations follow:

- Purchasing, receiving.
- Storage, issuing as needed.
- Preprocessing (food is washed, sliced, shredded, made ready for use, potatoes peeled).
- Production (range, oven, vegetable preparation).
- Service (portioning of food, pastries cut, salads made).
- Sanitation of dishes, utensils, equipment).
- Records and control (manager's office, cashier, bookkeeping, inventories).

In providing opportunities for developing the competencies required of workers, what type of curriculum is needed for post-high school training in food service? Cooperation is needed between the food service industry and educators. However, the following areas of study are recommended in the curriculum:

- Aspects needed by all workers in the food industry.
  - Understanding of the range of job opportunities in the field.
  - Ability to relate with others in a work situation.
  - Ability to assume responsibility.
  - Increased interest in becoming more competent on the job.
- Sanitation and safety.
  - Personal hygiene, uniforms.
  - Principles of bacteriology.
  - Use and maintenance of equipment and physical plant.
- Receiving, storage, and distribution.
  - Checking.
  - Storing--method, temperature control, rodent control.
  - Records--receipts, issue, distribution.
- Business mathematics and bookkeeping.
  - Weights, measures, and equivalents.
  - Enlarging recipes.
  - Records--income, expenses, inventories, purchases, and consumption.
- Human relations.
  - Business English--letter writing, speech.

Business ethics--interviewing, answering telephone, greetings, complaints.

Personality development.

- Fundamentals of food production and service.

Chemistry.

Techniques of food production.

Techniques of service.

Use of equipment.

Methods of work--short cuts.

- Menu planning based on:

Nutrition.

Acceptability.

Cost.

Labor requirements.

Space and equipment available.

- Purchasing.

The market concept.

Buying by specification.

Comparative buying.

Records and control.

- Cost control.

- Personnel management.

In achieving a balanced curriculum, it is recommended that liberal or general education be combined with the technical education. A two-year terminal curriculum suitable for a community college follows.

#### *First Year*

<i>Lecture and Discussion</i>	<i>On-the-Job Training</i>
Orientation to food service	Field trips--resource people
Sanitation and safety	Eight weeks--including the maintenance of food-preparation equipment
Fundamentals of food production and service	Ten weeks--cook's helper
English composition	
Speech	
Business ethics	Ten weeks--dining room experience
Mathematics and bookkeeping	



*Second Year**Lecture and Discussion**On-the-Job Training*

Quantity food production

15 hours per week as assistant  
cook

Menu planning

Purchasing

Manager's office, four hours  
per week

Cost control

Personnel management

In addition to the two-year post-high school program, adult-education programs are recommended in providing opportunities for workers already engaged in food-service occupations in terms of supplementing knowledge and abilities (training and retraining) for greater competence in present assignment or for gaining a promotion.

GUIDES FOR DEVELOPING CHILD DEVELOPMENT RELATED  
PROGRAMS AT THE POST-HIGH SCHOOL LEVEL

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Urbana, Illinois

Far-reaching changes in our society emphasize a growing need for qualified workers in home economics related occupations, including those prepared to care for young children. Some of the major social and economic trends which have been responsible for these developments follow:

1. Population shifts have been from the rural to the more heavily populated city and suburban areas. Increased numbers of families are consuming units and, therefore, there has been increased dependence upon other agencies in meeting material needs.
2. The shift in the character of the family from a producing to a consuming unit in society has resulted in the need for increased financial resources to provide the goods and services required. Hence, it has become necessary for increasing numbers of women to be employed outside the home.
3. The rapid developments in science and technology have resulted in far-reaching changes in day-to-day living, as well as the modification or elimination of widespread demand for unskilled workers. Consequently, increasingly in our society, economic opportunity depends on higher levels of educational achievement.
4. At the same time, through the use of the new partially prepared foods, disposable products, and labor-saving household equipment, the homemaker has increased amounts of time and energy resources available for wage-earning and community activities.
5. A release of the Women's Bureau in August, 1966 [1], reported a prediction that nine out of ten girls today will be gainfully employed at some time during their lives. Today we have approximately 27 million women in the labor force; by 1980, it is estimated, there will be over 36 million. More than one out of every three workers is a woman; almost three out of five working women are married and living with their husbands [2].
6. In writing on "The Burgeoning Community College," Melo pointed out that a large segment of the two-year college enrollment is composed of girls who are planning to marry soon but would like to prepare themselves as intelligent, informed citizens. Although they would not consider going away from home to a four-year college, they are willing to enroll in a two-year program

in the community [4]. This development suggests that increasing numbers of girls graduating from high schools recognize the need for further education. The provision of programs in the community colleges designed to advance general education and at the same time prepare students to enter the work force with specialized skills in home economics related occupations may be expected to contribute substantially to improved job training for both long- and short-term employment, especially among women. Moreover, the opportunities for continued education and cultural enrichment among the economically limited and culturally different youth may be helpful in improving their level of aspiration.

In a recent issue of the *Illinois Teacher of Home Economics*, Mather outlined developing social conditions some of which influence the demand for workers prepared for employment in caring for young children:

1. Because of the high birth rate in the postwar years, there is a substantial increase in the number of young people under 25 years of age which is practically half of our population.
2. Although the "war babies" are marrying at slightly older ages, even though families may be smaller than in previous years, there is an increase in the number of families having children.
3. According to recent reports, the size of households in 1960 had decreased slightly from the reported figure of 1950, indicating that American families tend to live alone rather than with other relatives.
4. In 1965 one head of family in ten was a woman.
5. Geographic mobility of American families tends to result in the separation from usual family and community resources and thereby increases the need for assistance from organized family services [3].

In a recent provocative publication, *The Next Generation*, Michaels points out that parents tend to reveal an inability to deal consistently, in terms of their values, with the rapid changes in the world about them. In addition, some parents seem to reflect a seeming indifference to their offspring's enthusiasm or despair about the world, resulting in the response of youth indicating that the older generation may be incapable of dealing with many of the basic needs of the younger group. At the same time, youth tend to continue to look to their parents for guidance, and parental influence may not decline equally in all socioeconomic groups. Indeed, for some youth the family may be expected to continue to be an oasis. Additional factors contributing to the ambivalence in the relationship between youth and parents follow:

1. Encouragement of physical separation due to work-camp jobs for the unskilled and schooling opportunities for the career-oriented adolescents.
2. Reduced costs of transportation will encourage both separation and reunions.



3. The continuing shift from rural to urban centers will accentuate the development of differing values and life styles.
4. Greater leisure time for some adults will not, in many cases, provide more opportunities for "family togetherness" since hours and days of school programs will be subject to modification. At the same time the relationships between parents may be altered as they spend more time together or arrange to spend more time apart. It is also expected that there will be more opportunities to send children to day nurseries or obtain baby sitters due to the increase in the proportion of unskilled and/or underemployed women available. Increased numbers of older women skilled in such activities may be expected to establish these services. In turn, these developments will make it possible for numbers of younger homemakers, more skilled, and some unskilled, who now stay home with their children, to have some free time for careers or service outside the home.
5. Consequently, changes in child-rearing patterns and in mother-child and husband-wife relations may be expected to follow. Possibly young girls will find in their active mothers a model for behavior sufficiently strong and attractive to motivate them to prepare for careers in addition to marriage and motherhood [5].

In clarifying the employment situation for women at this time, we recognize the need for helping girls in their teens to prepare for the dual role of homemaker and worker, thereby enabling them to realize their full potential in both roles.

In the publication, *Background Facts on Women Workers in the United States*, published by the U.S. Department of Labor, the section, "Labor Force Status and Participation" offers relevant information concerning employment of women:

- In 1965, 26.6 million women 14 years of age and over were in the civilian labor force. Women represented 35 percent of all workers. About 43.6 million women were not in the labor force. The median (half above, half below) age of women in the labor force was 41 years.
- Almost 1.5 million women, or 5.5 percent, of all women workers, were seeking work in 1965, which was a slightly smaller group than in 1964. By age group the unemployment rate was highest among teen-agers; one out of seven girls 14 to 19 years old in the labor force was looking for a job. (Note: The unemployment rate for women is slightly higher than for men.)
- Women are employed in a great variety of occupations; in 1965 the largest number (7.9 million) had clerical jobs; 3.9 million are in service occupations (except in private households). Women predominated in the teaching and nursing professions and also in clerical and service occupations.
- Almost three out of four of all women workers were on full-time

schedules in 1965, as compared with nine out of ten of all men workers. Almost half of all women in the population worked at some time during 1964.

- Married women (husband present) account for 57 percent of all women workers in March, 1965.
- More than one-third of all mothers with children under 18 years of age were in the labor force in March, 1965 (9.7 million). One-fourth of all mothers with children under six years of age were working (3.7 million mothers). Almost two million mothers with children under three years of age were workers which is approximately one-fifth of all working mothers with children under 18 years [6].
- The median wage or salary income of year-round full-time women workers was \$3,690 in 1964. This was only 60 percent of the median wage or salary income of year-round full-time men workers (\$6,195). Sixty-six percent of the women, but only 30 percent of the men, received less than \$3,000. At the other end of the scale, only 21 percent of the women, but 61 percent of the men with wage or salary income, received \$4,000 or more. Among women working year-round full time, highest wage or salary incomes were received by professional and technical workers (\$5,150) [8].

In a recent survey published by the Women's Bureau, *Women's Part-Time Employment Patterns in the United States*, mothers are likely to work part time (defined as less than 35 hours per week) or part of the year which is defined as less than 50 weeks of the year [7].

In considering employment outside the home, mothers are faced with the need to be assured of adequate care of their young children while they are working. In a survey made in 1965, the Women's Bureau reported that 6.1 million working mothers with children under 14 years of age arranged for care as follows:

<i>Percent</i>	<i>Type of Arrangement</i>
• 46	Care in child's own home.
• 15	Care in someone else's home.
• 2	Group care (day care center, etc.).
• 8	Child looked after self.
• 13	Mother looked after child while working.
• 15	Mother worked only during child's school hours.
• 1	Other arrangements.

These preliminary findings would emphasize the urgent need for suitable day-care facilities.

Although programs designed to prepare child day-care aides may be one year in length, many programs are for two years and culminate in the associate degree. For guidance in planning such a program, the publication, *Care and Guidance of Young Children*, developed under the auspices of the U.S. Department of Health, Education and Welfare under a contract with the Pennsylvania State University, will be a valuable resource. The two-year program is designed to prepare students as assistants in the care and guidance of young children in a variety of situations. Examples of agencies are: day-care centers, nursery schools, child-development centers, schools for exceptional children, hospitals, private homes, playgrounds, day camps, and recreation centers. Although suggested objectives are included in the guide, institutions may have specific objectives which they may wish to emphasize [9].

At the outset of planning for a child care and guidance program, the organization of an advisory committee is recommended. In the publication, *Organization and Effective Use of Advisory Committees*, specific suggestions are made concerning the organization and appropriate functions of the group. In addition, consultants may be chosen to assist the committee with such problems as student placement and the utilization of community resources.

The advisory committee may make recommendations to the organizational agency and assist in the implementation of:

- Surveys to determine the present and future need for trained child care and guidance workers in the community.
- Identification of skills and knowledge needed on the job.
- Plans for physical facilities; including a laboratory nursery school.
- Program standards.
- Criteria for selection of students.
- Recruitment of qualified staff.
- Evaluation of the program effectiveness.
- Placement of graduates.
- Avenues of obtaining financial support.
- Development of a public information program to interpret child care and guidance training in the community [10].

In organizing a program for preparing students as assistants, referring to the publication already mentioned, *Care and Guidance of Young Children*, administrators may find substantial assistance in answering pertinent questions for which they need appropriate answers. Examples of such questions are:

What may be anticipated as the initial and annual operating costs of the program?



What facilities and equipment are essential as the program is initiated? What priorities may be outlined for additional equipment?

How may staff requirements be met? What are the required qualifications? What are the experiential requirements for staff members?

In initiating a program, what arrangements may be made to utilize personnel in closely related disciplines in order to offer the necessary courses?

What are appropriate requirements for admission of students in the program?

What is a recommended size of class for this type of program?

What courses are recommended as required in the program? In what ways may suitable sequences of courses be scheduled? In what ways may the supervised student participation in the work with children be arranged and supervised? Under what conditions are two-year programs recommended? One-year programs?

What factors merit early consideration in establishing a laboratory nursery school?

In what ways may a newly established post-high school program be evaluated both in terms of the achievement level of students and in terms of the effectiveness of the program and of faculty effort?

In conclusion, at the local level, the development of thriving post-high school programs in child development depends for success upon the verified need for child-care technicians in the community and the reasonable assurance that graduates of the program will be employed in sufficiently rewarding positions in the field, so that they will encourage others to enroll in the program.

With the cooperation of the community, the college administration, and an advisory committee, steps may be taken to proceed with the organization of the program and the recruiting of a student group.

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GUIDES IN DEVELOPING CLOTHING AND TEXTILES RELATED  
PROGRAMS AT THE POST-HIGH SCHOOL LEVEL

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College of Agriculture  
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I. Types of employment available in the clothing and textile fields.

A. Positions related to clothing construction include:

1. Piece work which can be done by the homemaker in the home.
  - a. Dressmaker.
  - b. Tailor.
  - c. Alteration specialist.
2. Positions in business at the retail level--primarily alterations. Substantial need for trained workers in retail stores and specialty shops.
3. Positions in commercial business firms. A large number of jobs exist but are grouped in geographical areas as New York, Dallas, Chicago, and California.
  - a. Straight unit sewing. For example, a machine operator may set in sleeves all day or may sew side seams all day. The computer is increasingly used for these routine processes.
  - b. Pattern drafting--still done manually.
  - c. Pattern grading--making sizes to fit figures of varying size and proportion. The computer is used for this work. Operators may be prepared to program this work.
  - d. Because labor costs are so high, the trend is toward utilizing automatically directed sewing machines. Example, shirt pockets may be applied untouched by human hands.
  - e. The clothing industry is concentrated in selected geographical areas. Unless you are located in one of these areas, it is not practical to have a training program in the commercial field.

B. Positions related to arts and crafts in clothing and textiles.



1. There is limited demand for these specialties.
2. Work which may be done at home, such as hand knitting, hand-operated knitting machine, weaving, applique, textile painting, may be furnished to retail stores or gift shops on consignment, sold at wholesale prices, or made-to-order for specific customers.
3. Knitting machines are now available that can knit a sweater in one-half day; thereby, substantially increasing supply of garments for sale.

C. Positions which contribute to garment maintenance.

1. Home or self-employment.
  - a. Washing and/or ironing at home.
  - b. Reweaving.
2. Commercial.
  - a. Types of commercial establishments.
    - 1) Laundries.
    - 2) Dry cleaners.
    - 3) Coin-operated establishments.
  - b. Positions available in the above businesses.\*
    - 1) Labeling.
    - 2) Sorting.
    - 3) Spotting (best opening for employment).
    - 4) Cleaning and laundering.
    - 5) Extracting, drying, pressing.
    - 6) Folding and hanging.

D. Positions relating to the retailing of clothing and household furnishings. These positions hold the greatest promise for our type of training since (1) many opportunities are available in most areas; (2) well-informed salespeople are greatly needed; and (3) an in-service training program could be established satisfactorily.

1. Selling positions--opportunities here for advancement.
2. Ticketing and marking merchandise.
3. Inventory clerks. Computers are used increasingly for this work.

II. Types of training needed in:

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\*People are employed to do one of these processes all day.

A. Construction.

1. Basic construction principles.
2. Fitting--a wide range of figure problems.
3. Altering--considerations in developing skills.
  - a. Can the garment be altered successfully?
  - b. Where to alter the garment.
  - c. How to take it apart and put it back together.
  - d. How to develop speed and maintain a satisfactory quality of work.
4. Flat pattern work.
5. Tailoring.
6. Textiles--identification, construction, finishes, pressing, limitations, such as identifying fabrics that cannot be altered.

B. Crafts.

1. Textiles--basic design, dyes, yarns (especially important for textile painting).
2. Specific technique to be used, such as decorative stitchery, knitting, crocheting, printing, or weaving.

C. Maintenance.

1. Stain removal--training needed for satisfactory performance on the job. It may be advisable to contact the National Institute of Dry Cleaners, Silver Springs, Maryland, and National Institute of Laundering, Joliet, Illinois, to coordinate your plans with their programs.
2. Laundry, in larger cities.

D. Retailing--salespeople need:

1. Knowledge of product.
2. Enough information about stock to save time and maintain high level of sales production.
3. Fiber content and finish. What qualities or satisfactions may you expect in using the garment?
4. What care is required?

5. Knowledge of suitability of garment to figure and coloring.
6. Knowledge of garment construction. Is it preferable to select another garment or can an ill-fitting garment be altered satisfactorily?
7. Basic communication with public (social and personal psychology).
8. Development of personal characteristics--patience, courtesy, rapport with customers, cheerful and helpful in manner, tact.
9. Understanding of people--for example, when to leave them alone, when to offer help, etc.
10. Store loyalty--development of attitudes of being part of a team.

### III. Teaching techniques that may be used:

- A. The game "what do you say" in which a situation hypothesis can be set up as a way of training clerks or testing students.

Examples:\*

1. A customer comes into a ladies' ready-to-wear department. She is buying a sheath dress which is too small in the hips and needs altering. The tag says "permanent press." What information should the clerk give her? (The original seam lines cannot be "pressed out" of permanently or durably pressed fabric.)
2. A customer in a hosiery department is buying hosiery but she makes the statement that they look too small. They are labeled "Cantrece." What can the clerk tell her? (Cantrece is a special type of stretch nylon.)
3. A customer in a furniture department is looking for upholstery with "Scotchgard" finish. She sees only those marked "Zepel." What information could she be given. (Scotchgard and Zepel are similar finishes.)
4. A customer in a fabric store is looking for interlining. She finds one labeled 100 percent Avril rayon. What is Avril? (It is a new, stable rayon that reacts to water much like cotton. Trade names for other stable [high wet modulus] rayons are Lirelle, Zantrel, and Nupron.)
5. A lady is purchasing men's trousers. Two pairs look alike but one costs 50 cents more. The tag on one says X-it.

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\*All of these examples of realistic situations illustrate the application of knowledge of design, basic construction, textiles, distributive education, stock knowledge, and personality development.



What do you tell her? (It is a new finish used on durably pressed fabrics. It will not prevent stains, but helps oily stains come out in the laundry. The stain may not come out completely in the first laundry operation but may be expected to fade out in the next one.)

6. A lady is looking at carpeting. She wants it for her kitchen, dining room, and living room in her home which is an example of open design. What would you advise her to do? (Be sure the kitchen carpeting has a *polypropylene* backing. Many of the new indoor-outdoor carpets have designs that would be attractive enough to carpet all of the rooms alike.)
  7. A lady is looking at bonded or laminated fabrics and asks what the advantages and disadvantages are in using them. What would you tell her? (They are not guaranteed against separation unless so stated on the bolt. Sometimes there is a problem because the two fabrics may not be bonded on grain or again there may be a difference in the rate of shrinkage between the two fabrics.)
- B. This game pointed out three things in terms of teaching people to be good salesclerks.
1. There is a need for specialized knowledge (textiles, finishes, garment construction, care, fabric construction, etc.).
  2. Change is inevitable--it is important to keep up with changes. What one learns today may be out of date in six months. Reading publications will help. Fairchild publications available are:
    - a. *Women's Wear Daily*.\* Read pages german to your field.
    - b. *Daily News Record*.\*
    - c. *Home Furnishings Daily*.\*
  3. A need to know how to sell a positive value (without involving a moral or value judgment).
    - a. We too often teach middle-class values, but these are not suitable for or desired by all people.
    - b. The salesclerk will be selling to all kinds of people --she cannot make a value judgment for all of them.

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\*These publications may be obtained from: Fairchild Publications, 7 East Twelfth Street, New York 10003, \$15 yearly. If you can get only one, *Women's Wear Daily* probably will give the most help.

- c. It is not the salesperson's function to try to change a customer's sense of values, but to sell what he desires.

### Miscellaneous Information During Discussion Period

1. It would not be advisable to set up a program in commercial textiles and clothing unless you are in an area where such industries are located as you need places for trainees to be employed. If a program were to be set up, it would need to be a good two-year technical program including some in-service training.
2. In planning a course of study, it is advisable to plan to include preparation for specific occupations, for example, salesclerks and/or alteration specialists.
3. There is a need for basic mathematics in all of these occupations.
4. The mark-up on textile fabrics and ready-to-wear garments needs to be at least 40 percent to assure payment of expenses.
5. Price variation on identical items in different stores is due to:
  - a. Variation in the services available in the store.
  - b. Merchandising practices in the store, for example, promotional or regular merchandise; large quantity purchasing or one-of-a-kind.
  - c. Articles may not be the same even though they look the same.  
Example: one dress may have a durably pressed finish and the other may not.
6. Reference suggested to bring textile knowledge up to date is Marjory L. Joseph, *Introductory Textile Science*, New York, Holt, Rinehart and Winston, Inc., 1966.

# KNOWLEDGE AND SKILLS LEADING TO

Chart Developed by  
Normal Community  
Normal,

KNOWLEDGE AND SKILL		EMPLOYMENT	
IN	→	LEADS TO	→
↓			↓
FABRIC AND CARE OF FABRICS	→	Textile Mills Yard Goods Department in Store Dry Cleaners and Laundry Establishments Textile Research	
PATTERN INTERPRETATION	→	Dressmaker Shops Designer's Department as Assistant Self Employment Department Stores	
ART AND PRINCIPLES OF DESIGN	→	Interior Design Establishment as Assistant Department Stores	
GARMENT CONSTRUCTION	→	Wearing Apparel Factories Dressmaker's Shops Tailor Shops Self Employment	
CLOTHING MAINTENANCE	→	Dry Cleaning Establishments Nursing Homes Hospitals, Other Group Care Institutions	
FITTING AND ALTERATIONS	→	Dressmaker Shops Department Stores Tailor Shops Self Employment	
USE AND CARE OF EQUIPMENT	→	Demonstration Center Factories Department Stores	
USE AND CARE OF MACHINES	→	Factories Self Employment Sewing Machine Retail Stores	
REPAIRING, CLEANING AND PRESSING	→	Dry Cleaning Establishments Repair Shops Laundry Establishments Group Care Institutions	



EMPLOYMENT IN CLOTHING-RELATED OCCUPATIONS

*Margaret Killian*  
High School  
Illinois



A CLUSTER OF  
OCCUPATIONS

SEAMSTRESS  
ALTERATION LADY  
TAILOR  
MACHINE OPERATOR  
REWEAVER  
DRY CLEANER  
LAUNDRY  
INSTITUTIONS FOR GROUP CARE  
DEPARTMENT STORE EMPLOYEE  
FACTORIES  
TEXTILE MILLS  
RESEARCH ASSISTANT  
SELF EMPLOYMENT

## HOME ECONOMICS IN LAKE LAND JUNIOR COLLEGE

*Gayle Gilbert Strader*

Mrs. Strader worked closely with the Eastern Illinois Area Junior College Board and, at their request, developed this material as a guide in planning the home economics related programs for the developing Lake Land Junior College at Mattoon, Illinois.

To: Eastern Illinois Area Junior College Board

From: Home Economics Staff, Eastern Illinois University  
Mrs. Gayle Strader, Representative

Subject: Rationale and Proposals for Home-Economics-Related Offerings in Eastern Illinois Area Junior College

Date: January 16, 1967

Whereas we feel that the educational needs in areas related to home economics subject matter are not being met for high school drop-outs, out-of-school youth, adults, and those who will not seek a baccalaureate degree, and

Whereas it is our belief, based on a study done by the Home Economics Staff at Eastern Illinois University with food service businesses in Decatur,<sup>1</sup> that there is a peremptory need for trained food service workers at all levels of responsibility, and

Whereas we are apprised of the need for child care workers and child care aides as defined and provided for by the Illinois State Department of Personnel,<sup>2</sup> and

Whereas we believe that many students attending the new Eastern Illinois Area Junior College intend to transfer to four-year institutions to work toward baccalaureate degrees, and

Whereas we believe that certain home economics courses liberalize and contribute to the general development of both men and women as community servants, and

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<sup>1</sup>Mary Ruth Swope, "A Survey of Certain Aspects of Food Service Jobs Held by Women," Research supported by Eastern Illinois University, 1965.

<sup>2</sup>W. Sloan, State Department of Mental Health, from a speech made in Springfield, Illinois, July 16, 1964. (Used by permission of Mary Ruth Swope.)

Whereas "the professional focus of home economics has always been on the home and family, we are committed to seek to promote the achievement of self-fulfillment and dignity for each individual, no matter where he lives."<sup>3</sup>

We propose the inclusion of both terminal and transfer home economics subject matter in the curriculum of the new Eastern Illinois Area Junior College.

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<sup>3</sup>Naomi C. Albanese, "Home Economics in the University," *Journal of the American Dietetic Association*, November 1966, 49, 5.



## Suggested Child Care Curriculum

Quarter I	Hours Credit	Quarter II	Hours Credit	Quarter III	Hours Credit
Communications I (English 120)	4	Communications II (Speech 131)	4	Psychology - General (231)	4
Natural Science	4	Natural Science	4	Nutrition (102)	4
Art for Children (244)	4	Music for Children (120)	4	Literature for Children (123)	
Social Science	4	Orientation to Work	4	Health Education (120)	
P.E.	1	P.E.	1	P.E.	1
Quarter IV	Hours Credit	Quarter V	Hours Credit	Quarter VI	Hours Credit
Psychology - Child (Education 232)	4	Family Relations (Home Economics 347)	4	Elective	4
Child Development (Home Economics 346)	4	Sociology (271)	4	The Child in the Family and Culture	4
Principles and Practices of the Nursery School	4	Equipment and Organization of the Nursery School	4	Participation in the Nursery School	8
Observation and Participation in the Nursery School	4	Participation in the Nursery School	4	P.E.	1
P.E.	1	P.E.	1		

While courses in this curriculum would be designed to meet the needs of this particular program, the numbers in parentheses indicate the course numbers at Eastern Illinois University to which these courses might correspond should the student decide to transfer to a four-year college program.

Natural sciences courses would also transfer to equivalent courses.

## Home Economics - Child Care

Quarter	Subject	Subject Number	Quarter Hr.	Class Cr. Hours	Lab. Hours (Per Week)
I	Communications I		4	4	-
I	Natural Science		4	2	4
I	Art for Children		4	1	7
					(Possibly some participation)
I	Social Science		4	4	-
II	Communications II		4	4	-
II	Natural Science		4	2	4
II	Music for Children		4	3	1 hr. Participation
II	Orientation to Work		4	4	-
III	Psychology - General		4	4	-
III	Nutrition		4	4	-
III	Literature for Children		4	3	1 hr. Participation
III	Health Education		4	4	-
IV	Psychology - Child		4	4	-
IV	Child Development		4	4	-
IV	Principles and Practice of the Nursery School		4	4	-
IV	Observation and Participation in the Nursery School		4	1	7 hrs. Observation & Participation
V	Family Relations		4	4	-
V	Sociology		4	4	-
V	Equipment and Organization of the Nursery School		4	4	-
V	Participation in the Nursery School		4	1	7 hrs. Participation
VI	Elective		4		
VI	The Child in the Family and Culture		4	4	-
VI	Participation in the Nursery School		8	1	$\frac{1}{2}$ day Participation
Every Quarter	Physical Education			(total 6)	

## Major Division Outlines for Child Care Curriculum

Orientation to Work

- I Importance of Child Care Facilities
- II Career Opportunities
- III Governing Agencies
- IV Personal Qualifications

Nutrition

- I Importance of Nutrition
- II Energy and Calories
- III Food Nutrients
- IV Basic Food Groups
- V Body Processes
- VI Nutrition through the Life Cycle

Child Development

- I Principles of Development
- II Prenatal Development
- III Newborn
- IV Growth and Development - Birth - 6 Years
- V Children with Special Needs
- VI Childhood Diseases

Principles and Practices of the Nursery School

- I Organization of the Nursery School
- II Management of the Nursery School
- III Policies of the Nursery School
- IV Problems in the Nursery School

Observation and Participation in the Nursery School (3 courses)

- I Techniques of Observation
- II Relationships
- III Meeting Children's Needs
- IV Relating Observation and Participation to Theory

Family Relationships

- I Families as Social Units
- II Family Life Cycle
- III Preparation for Marriage
- IV Morals and Sexual Behaviors
- V Marriage Interaction
- VI Parenthood
- VII Family Problems and Crises
- VIII Aging and Retirement

Equipment and Organization of the Nursery School

- I Role of Play
- II Selection and Maintenance of Play Equipment
- III Arrangement of Play Rooms and Play Areas
- IV Workshop Experience
- V Audio-Visual Equipment
- VI Housekeeping Techniques
- VII Staff Interrelationships

The Child in the Family and Culture

- I Meaning and Effects of Culture
- II Agencies of Socialization
- III Subcultural Patterns
- IV Society and Values



# Suggested Food Service Management Curriculum

Quarter I	Hours Credit	Quarter II	Hours Credit	Quarter III	Hours Credit
Communications I (English 120)	4	Communications II (Speech 131)	4	Psychology - General (231)	4
Nutrition (102)	4	Food Preparation II (211)	4	Food Preparation III (212)	4
Food Preparation I (210)	4	Quantity Foods - Purchase and Storage	4	Art (110)	4
Health Education (120)	4	Math (Bs, Math 140)	4	Orientation to Work P.E.	4
P.E.	1	P.E.	1		1
Quarter IV	Hours Credit	Quarter V	Hours Credit	Quarter VI	Hours Credit
Accounting I (233)	4	Social Science Management and Organization	4	Business Law	4
Quantity Food Preparation	4	Quantity Food	4	Quantity Food Preparation III	4
Menu Planning	4	Preparation II	4	Personnel Management	4
Equipment and Layouts	4	Elective	4	Catering	4
P.E.	1	P.E.	1	P.E.	1

While courses in this curriculum would be designed to meet the needs of this particular program, the numbers in parentheses indicate the course numbers at Eastern Illinois University to which these courses might correspond should the student decide to transfer to a four-year college program.

The social science course would also transfer in as an equivalent course.

## Home Economics - Food Service Management Curriculum

Quarter	Subject	Subject Number	Quarter Hr. Cr.	Class Hours	Lab. Hours (Per Week)
I	Communications		4	4	-
I	Nutrition		4	4	-
I	Food Preparation		4	2	6
I	Health Education		4	4	-
II	Communications		4	4	-
II	Food Preparation		4	2	6
II	Purchase and Storage of Quantity Foods		4	4	-
II	Business Math		4	4	-
III	Psychology		4	4	-
III	Food Preparation		4	2	6
III	Art		4	1	7
III	Orientation to Work		4	4	-
IV	Accounting		4	4	-
IV	Quantity Food Preparation		4	1	7 hrs. on the job
IV	Menu Planning		4	4	-
IV	Equipment and Layouts		4	4	-
V	Social Science		4	4	-
V	Management and Organization		4	4	-
V	Quantity Food Preparation		4	1	7 hrs. on the job
V	Elective		4	4	-
VI	Business Law		4	4	-
VI	Quantity Food Preparation		4	1	7 hrs. on the job
VI	Personnel Management		4	4	-
VI	Catering		4	2	6
Every Quarter	Physical Education		(total 6) 1	2	-

## Major Division Outlines for Food Service Management Courses

### Nutrition

- I Importance of Nutrition
- II Energy and Calories
- III Food Nutrients
- IV Basic Food Groups
- V Body Processes
- VI Nutrition through the Life Cycle

### Food Preparation (3 courses)

- I Weights and Measures
- II Terminology
- III Fruits
- IV Vegetables
- V Salads and Salad Dressings
- VI Meat and Protein Products
- VII Soups
- VIII Sauces, Gravies, and Puddings
- IX Fats
- X Casseroles
- XI Batters and Doughs
- XII Frozen Desserts
- XIII Convenience Foods

### Orientation to Work

- I Importance of Food Service
- II Types of Work and Work Situations
- III Governing Agencies
- IV Personal Qualities

### Quantity Foods - Purchase and Storage

- I Types of Preservation
- II Methods of Buying
- III Selection of Food
- IV Types of Storage
- V Storeroom Organization
- VI Inventories

### Quantity Food Preparation (3 courses - work experience)

- I Relationships
- II Sanitation and Housekeeping
- III Equipment
- IV Budgets and Buying
- V Menu Planning
- VI Standardizing Recipes
- VII Management



## Menu Planning

### I Factors involved in Menu Making

- A. Clientele
- B. Markets
- C. Food Sources
- D. Budget
- E. Personnel
- F. Facilities
- G. Type of Service

### II Menu Patterns

- A. Format
- B. Terms
- C. Types of Planning
- D. Specialities
- E. Holidays
- F. Appeal
- G. Menu Cards

## Equipment and Layouts

- I Considerations in Planning
- II Layout Designs
- III Equipment
- IV Furnishings

## Management and Organization

- I Organization of Food Service
- II Management of Food Service
- III Special Techniques
- IV Safety, Sanitation, and Housekeeping

## Personnel Management

- I Personnel Organization
- II Responsibilities of the Manager
- III Goals
- IV Communications
- V Evaluations

## Catering

- I Catering as a Business
- II Special Functions
- III International Foods
- IV Hors d'oeuvres
- V Garnishes
- VI Cake and Pastry Specialities
- VII Beverages

# Suggested College Parallel Program

Quarter I	Hours Credit	Quarter II	Hours Credit	Quarter III	Hours Credit
English (120)	4	English (121)	4	Speech (131)	4
Nutrition (102)	4	Food Preparation I (210)	4	English (220)	4
Math (125)	4	Chemistry (154)	4	Chemistry (155)	4
Chemistry (153)	4	American History (233+)	4	Food Preparation II (211)	4
P.E.	1	P.E.	1	P.E.	1
Quarter IV	Hours Credit	Quarter V	Hours Credit	Quarter VI	Hours Credit
Sociology (271)	4	Child Development (346)	4	Family Relations (347)	4
American Literature (250+)	4	Anthropology (273)	4	Humanities Elective	4
Quantity Food Preparation I (360)	4	Art (110)	4	Music (229)	4
Psychology (231)	4	Economics (254)	4	Botany (234)	4
P.E.	1	P.E.	1	P.E.	1

The Home Economics Department might also offer service courses for majors in other departments.  
(Example: textiles for retailing/business major.)

Numbers in parentheses are Eastern Illinois University course numbers.

## Home Economics - College Parallel Program

Quarter	Subject	Subject Number	Quarter Hr.	Class Cr. Hours	Lab. Hours (Per Week)
I	English	120	4	4	-
I	Nutrition	102	4	4	-
I	Math	125	4	4	-
I	Chemistry	153	4	2	4
II	English	121	4	4	-
II	Food Preparation	(210)	4	2	6
II	Chemistry	154	4	2	4
II	American History 233, 234, or 235		4	4	-
III	Speech	131	4	4	-
III	English	220	4	4	-
III	Chemistry	155	4	2	4
III	Food Preparation	(211)	4	2	6
IV	Sociology	271	4	4	-
IV	American Literature 250, 251, or 252		4	4	-
IV	Quantity Food Preparation	(360)	4	2	6
IV	Psychology	231	4	4	-
V	Child Development	(346)	4	4	-
V	Anthropology	273	4	4	-
V	Art	110	4	1	7
V	Economics	254	4	4	-
VI	Family Relationship	(347)	4	4	-
VI	Humanities Elective		4		
VI	Music	229	4	4	-
VI	Botany	234	4	2	6
Every Quarter	Physical Education		1 (total 6)	2	-

Course numbers in parentheses would be assigned a lower number due to class status of students.



## Major Division Outlines for College Parallel Courses

Nutrition

- I Importance of Nutrition
- II Energy and Calories
- III Food Nutrients
- IV Basic Body Groups
- V Body Processes
- VI Nutrition through the Life Cycle

Food Preparation (2 courses)

- I Meats - Including Poultry and Fish
- II Milk and Milk Products
- III Eggs and Egg Cookery
- IV Cereal and Starch Cookery
- V Salad Dressings
- VI Baked Products
- VII Food Preservation
- VIII Sugar Cookery
- IX Frozen Desserts
- X Fruits
- XI Vegetables

Quantity Food Preparation

- I Catering
- II Food Director
- III Sanitation
- IV Menu Planning
- V Standardization of Recipes
- VI School Lunch
- VII Controls
- VIII Equipment
- IX Institutional Buying

Child Development

- I Home and Family
- II Preparation for Parenthood
- III Growth and Development - Birth - 6 Years
- IV Discipline and Problems
- V Criteria for Choosing Pre-schools

Family Relationships

- I History of the Family
- II Family Life Cycle
- III Preparation for Marriage
- IV Morals and Sexual Behaviors
- V Adjustments in Marriage
- VI Discords and Crisis in Family Living
- VII Aging and Retirement

## Suggested Short Term Courses

Because these courses are non-credit, hours would be actual class time.

Clothing Maintenance Specialist

(Alteration Lady or Wardrobe Specialist)

Overview of the Job

Clothing Maintenance Standards and Basic Sewing Skills

Laundering, Cleaning, and Pressing

Storage

Packing and Shopping for an Employer

Waitress

Overview of the Job

Grooming for the Job

Table Setting, Service, Clearance

Taking Orders, Figuring Checks

Employability and Special Services

Dry Goods Clerks

Overview of the Job

Grooming for the Job

Textiles and Labeling

Arranging Merchandise

Basic Math for Sales

Home Service Manager

Overview of the Job

Being Employable

Housekeeping Tasks

Families with Special Problems

Responsibilities to the Employer Family

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## Mimeographed Curriculum Materials

### General

Sample Curriculums for Vocational-Technical Education in Home Economics

Mary Mather and Elizabeth Simpson

Home Economics Education

University of Illinois

Urbana, Illinois 61801

Home Economics Education

American River Junior College

4700 College Oak Drive

Sacramento, California 95801

Home Economics Education

Eastern Illinois University

Charleston, Illinois 61920

### Child Care

Child Care

Chicago City Junior College

Wilson Branch

7047 S. Stewart Avenue

Chicago, Illinois 60621

Child Care Aide Program

Centralia Junior College

Centralia, Illinois 62800

Child Study

Lasell Junior College

Auburndale, Massachusetts

Guidelines for Planning and Equipping a Child Care Instruction Laboratory

Ata Lee

Adult and Vocational Education

50 Seventh Street, N.E.

Atlanta, Georgia 30323

Nursery Education

Agricultural and Technical College at Farmingdale

State University of New York

Farmingdale, New York 11735

### Food Service

Chef's Training and Home Catering

Los Angeles Trade-Technical Junior College

400 W. Washington Blvd.

Los Angeles 15, California 90015

Food Services  
Contra Costa College  
San Pablo, California

Food Service Administration  
State University of New York  
Agricultural and Technical College at Morrisville  
Morrisville, New York 13408

Food Service Administration  
Westchester Community College  
Valhalla, New York 10595

Food Service Management  
Miami-Dade Junior College  
Miami, Florida 33100

Food Service Supervision  
Ferris State College  
Big Rapids, Michigan 49307

Guidelines for Establishing Post-High School Program  
to Prepare Food Service Supervisors  
American Dietetic Association  
620 North Michigan Avenue  
Chicago, Illinois 60611

Hospital Food Service Supervisors Course  
College of Home Economics  
Michigan State University  
East Lansing, Michigan 48823

Restaurant and Hotel Cookery  
Milwaukee Institute of Technology  
Milwaukee, Wisconsin 53200



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13. Walter M. Lifton, *Working with Groups*, New York, John Wiley and Sons, 1961.
14. Lundberg and Armastas, *Management of People in Hotels, Restaurants, and Clubs*, 135 S. Locust St., Dubuque, Iowa, W. C. Brown Co., 1964.

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<sup>1</sup> Additions to the original workshop bibliography were contributed by Norma S. Bobbitt and May Huang.

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## Guides

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 No. 2 *Flexibility to Meet New Challenges in Home Economics Education*  
 No. 3 *Education in Illinois for Gainful Occupations Related to Home Economics*  
 No. 4 *Spotlighting Employment Education in Home Economics Around the Country*  
 No. 5 *Adult Education: Preparation for Employment*  
 No. 6 *Further Exploration in Employment Education in Home Economics*  
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Robert O. Blood, Jr., *Long-Range Causes and Consequences of the Employment of Married Women*, 27 (February 1965), pages 43-47.

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2. *Education 1965*, A Report to the Profession, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
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4. *Formal Occupational Training of Adult Workers, Its Extent, Nature and Use*, U.S. Department of Labor, Manpower Administration, Office of Manpower, Automation and Training, Manpower Automation Research Monograph No. 2, December 1964.
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3. *New Insights and Curriculum Development*, Association for Supervision and Curriculum Development, 1963 Yearbook, Washington, D.C., The Association, 1963.



4. *Perceiving, Behaving, Becoming: A New Focus for Education*, Association for Supervision and Curriculum Development, 1962 Yearbook, Washington, D.C., The Association, 1962.
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Related to One or More Occupational Areas in Home Economics

The associations on this list are selected from the *Encyclopedia of Associations*, Fourth Edition, Volume I, National Organizations of the United States, Gale Research Company, Detroit, Michigan 48200, 1964.

1. *Adult Education Association of the U.S. (AEA)*, 743 North Wabash Avenue, Chicago, Illinois 60611
2. *American Association of Junior College (AAJC)*, 1777 Massachusetts Avenue, N.W., Washington, D.C. 20006
3. *American Dietetic Association (ADA)*, 620 North Michigan Avenue, Chicago, Illinois 60611
4. *American Home Economics Association (AHEA)*, 1600 20th Street, N.W., Washington, D.C. 20000
5. *American Home Laundry Manufacturers Association (AHLMA)*, 20 North Wacker Drive, Chicago, Illinois 60604
6. *American Hotel and Motel Association (AH & MA)*, 221 West 57th Street, New York, New York 10019
7. *American Management Association (AMA)*, 1515 Broadway, New York, New York 10036
8. *American Marketing Association (AMA)*, 230 North Michigan Avenue, Chicago, Illinois 60601
9. *American Medical Association (AMA)*, 535 North Dearborn Street, Chicago, Illinois 60610
10. *American Nurses Association (ANA)*, 10 Columbus Circle, New York, New York 10019
11. *American Technical Education Association (ATEA)*, 22 Oakwood Place, Delmar, New York 12054
12. *American Vocational Association (AVA)*, 1025 15th Street, N.W., Washington, D.C. 20005
13. *Association of Food and Drug Officials of the U.S. (AFDOUS)*, P.O. Box 9095, Austin, Texas 78700

14. *Child's Study Association of America*, 132 East 74th Street, New York, New York 10021
15. *Clothing Manufacturers Association of the USA (CMAC)*, 220 Fifth Avenue, New York, New York 10001
16. *Council on Consumer Information (CCI)*, Colorado State College, Greeley, Colorado 80630
17. *Department of Home Economics, National Education Association (NEA) (DHE)*, 1201 16th Street, N.W., Washington, D.C. 20006
18. *4-H Clubs*, Federal Extension Service, U.S. Department of Agriculture, Washington, D.C. 20025
19. *Food and Nutrition Board (FNB)*, 2101 Constitution Avenue, Washington, D.C. 20025
20. *Motion Picture Association of America (MPAA)*, 522 5th Avenue, New York, New York 10036
21. *National Association of Baby Sitter Registries (NABR)*, 2745 North Bartlett Avenue, Milwaukee, Wisconsin
22. *National Association Vocational Homemaker Teachers*, 1010 Vermont Avenue, N.W., Washington, D.C. 20005
23. *National Automatic Laundry and Cleaning Council (NALCC)*, 7 South Dearborn Street, Chicago, Illinois 60603
24. *National Baby Care Council (NBCC)*, Columbia University Teachers College, New York, New York 10000
25. *National Restaurant Association (NRA)*, 1530 North Lake Shore Drive, Chicago, Illinois 60611
26. *National Safety Council*, 20 North Wacker Drive, Chicago, Ill. 60600
27. *National University Extension Association (NUEA)*, University of Minnesota, 122 Social Science Bldg., Minneapolis, Minnesota 55455
28. *Science Research Associates*, 259 East Erie Street, Chicago, Illinois 60611
29. *Tag and Label Manufacturers Institute (TLMI)*, 145 East 32nd Avenue, New York, New York 10016
30. *Union Label and Service Trades Department (AFL-CID)*, 815 16th Street, N.W., Washington, D.C. 20006

Sources of Filmstrips, Films, and Pamphlets<sup>2</sup>

1. American Carpet Institute, Inc., 350 Fifth Avenue, New York City, New York
2. American Medical Association, 505 North Dearborn Street, Chicago, Illinois 60610
3. Brissell Home Service Institute, 2345 Walker, N.W., Grand Rapids, Michigan
4. Business Education Films, 5113 16th Avenue, Brooklyn, New York 11204. 1967 Catalog of Business Education Films and Filmstrips.
5. *Encyclopedia Britannica*, 1150 Wilmett Avenue, Wilmette, Illinois
6. Evaporated Milk Association, 228 North LaSalle Street, Chicago, Illinois 60601
7. Florida Citrus Commission, Lakeland, Florida
8. General Foods Corporation, 250 North Street, White Plains, New York 10600. "How-to" cookery filmstrips--in full color
9. *Glamour Magazine*, 420 Lexington Avenue, New York, New York 10017
10. Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601
11. Institute of Life Insurance, 488 Madison Avenue, New York, New York 10122
12. National Association of Furniture Manufacturers, Inc., Chicago, Illinois 60611
13. National Canners Association, 1133 20th Street, N.W., Washington, D.C. 20036
14. National Cotton Council of America, P.O. Box 12285, Memphis, Tennessee 38112. 1967 Catalog of Educational Materials on Cotton and Cotton Products.
15. National Dairy Council Library, 111 N. Canal Street, Chicago, Illinois 60606
16. Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250. Agriculture Handbook No. 222, Revised September 1963.
17. J. C. Penney, Inc., 1301 Avenue of the Americas, Att: Miss Jean Golly, Field Home Economist, New York, New York 10019

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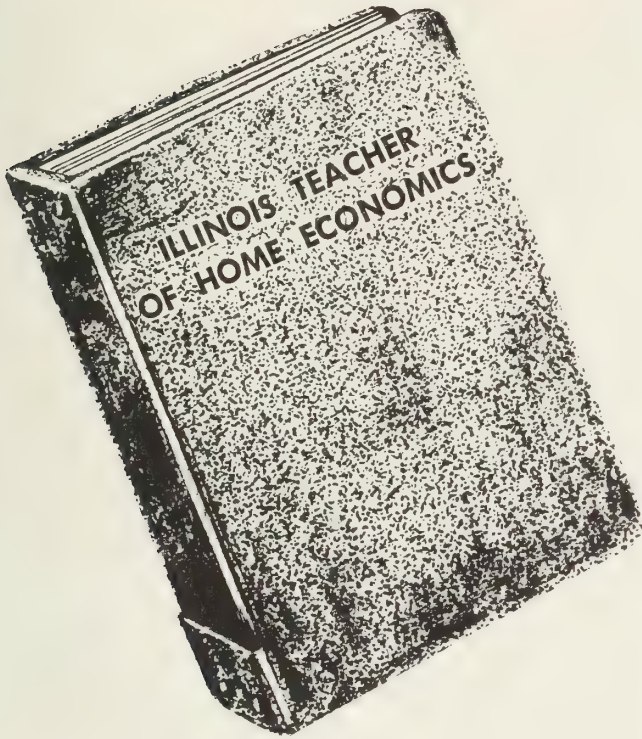
<sup>2</sup>Prepared by Sue Glennan, St. John's River Junior College, Palatka, Florida, July 1967.



18. Poultry and Egg Board, 8 South Michigan Avenue, Chicago, Illinois 60603
19. Sears Consumer Education Division, Sears Roebuck Company, Department 703, 925 South Homan Avenue, Chicago, Illinois 60607
20. State Cooperative Extension Service (at state land-grant colleges)
21. State Health Departments
22. U.S. Vitamin and Pharmaceutical Corporation, 800 Second Avenue, New York, New York 10017
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## DESIGNING FOR CHANGE

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## FOREWORD

As home economics educators prepare for change, they may find inspiration in the three articles of this issue. The first, by Duane Patton, describes how cooperative effort is used to design and operate an integrated vocational program in Champaign, Illinois. The second article, by Helen M. Hoover, is a report of an exploratory study on the development of conceptual understandings in family relationships. The findings may surprise some readers, and they indicate possible directions for further intensive research. The final article is a comprehensive examination by Lelia Massey of the complex issues confronting home economics educators as they "re-tool" their offerings to meet the needs of families today. Miss Massey presents concrete illustrations of how teachers are adapting to change. She suggests principles for selecting elements in the creation of a new design for home economics education.

The next two issues of *Illinois Teacher* will feature unit plans in pre-employment education at the junior high school level and other curriculum materials being developed at the University of Illinois.

--Bessie Hackett  
Editor





# COOPERATIVE VOCATIONAL EDUCATION

## An Experimental Program

*Duane Patton*, Chairman  
Champaign Senior High Schools  
Champaign, Illinois

As a result of the Vocational Education Act of 1963, a new state plan for Illinois was written providing for changes in traditional vocational programs. A Research Coordinating Unit (RCU) was organized to provide assistance for investigating and field-testing new ideas and techniques. During the summer of 1965 a proposal for an experiment was submitted to RCU by the Vocational Sub-committee of the Faculty Curriculum Board of Champaign Community Unit School District No. 4. RCU approved the proposal and provided partial reimbursement for one year. The experimental program was implemented at Champaign Senior High Schools (enrollment approximately 2,400) and is called Cooperative Vocational Education (CVE).

The CVE program was conceived cooperatively by members of a committee who had loyalties to several academic disciplines, several different vocational ties, and varying levels and kinds of administrative responsibilities. Committee members represented all secondary schools in Unit 4. They met weekly for the entire school year, developing the experimental proposal and finally selecting a name for the program. Selection of the word "Cooperative" was deliberate, and placement of this word first in the title of the program indicates the committee's major focus.

## Purpose of the Program

Cooperative teaching effort, utilizing all vocational areas in a team-teaching approach, is the major purpose of this program. Over-all objectives are "to make maximum use of the ability, training, and experience of various vocational staff members for the education of all students in the program" and "to upgrade teacher instruction effectiveness through in-service curriculum development programs resulting from group action." Additional objectives are those generally found in a traditional cooperative vocational education program.

Traditional cooperative programs had been offered to students at Champaign Central High School for many years. Distributive Education was established in 1939 and Office Occupations in 1948. The intent of the CVE program has not been to discard the proved, effective, and valuable aspects of these established programs; but rather to use these programs as a solid base from which to extend services to a larger spectrum of the student population. This expanded program now reaches all vocational areas of the community.

On-the-job training in food services is one aspect of the CVE program in Champaign schools.



A hospital-kitchen trainee unmolds her gelatin salads.



## Description of the Program

Presently there are class sections in the areas of agri-business; food services; trade, industrial, service, and technical vocations; as well as the previously established retail sales and office occupations. All first-year sections are scheduled the same period of the school day. Currently there are 170 students placed at training stations in the community. This is approximately 300 per cent of the enrollment in the traditional programs offered three years ago.

During the second year one section of the CVE program was extended to a new high school in the unit. A summer program was operated for the first time in 1967. The third year, five sections are in operation, with five coordinators and a half-time secretary. The third year is the final year of the experimental program, and progress is being made by the local administrative staff in cooperation with the State Department Vocational Education to phase into an "operational" program.

Periodically all first-year sections meet together in the school theatre for presentation of general vocational information by resource people or by staff members specializing in a particular area. Sometimes the sections are regrouped according to special interests for certain presentations. For example, after the total group has had general instruction in personal grooming for the job, two groups might be formed, according to sex, for more specific personal grooming instruction. In other instances a presentation may be repeated for each section by the same staff member or resource person, in order to tailor the presentation to the interests of the students in each of the various vocational areas.

Five major units of general vocational information have been developed for team-teaching. These units are: Orientation, Personal Development, Money Management, The World of Work, and Educational and Vocational Information. All of these units are placed on the calendar the previous year by mutual agreement of all coordinators. Additional instruction related to the job skill necessary for each trainee is offered by the coordinators in their respective sections.

## Cooperative Planning

Weekly planning meetings attended by all coordinators provide the opportunity to revise and plan the teaching team's responsibilities. Information about training station openings, problems, and placements may be exchanged by coordinators at these weekly meetings. A real effort is made to utilize the team approach in coordination down-town, as well as within the confines of the school. One result of this cooperative coordinating is that local businessmen are not approached by several coordinators in a short period of time concerning the same matters.

The staff meetings are open to all school professional personnel and are attended periodically by counselors, administrators, and advisory committee members. From time to time there has been interest expressed by individuals from the business community to participate in some manner in the program. These individuals have been invited to present their points of view at weekly meetings.



Five coordinators supervise the 170 students placed at training stations in the community.



A CVE student proudly displays a fresh batch of iced doughnuts.

Decisions for changes in the program are made at these meetings. Although no one involved in the program appeared to have any real negative concerns about changes, many weekly meetings often had more spirit than cooperation. Dostoevsky said, "taking a new step, uttering a new word is what people fear most."

CVE staff members sometimes felt that many cooperative decisions involved taking from one or more autonomous programs and contributing to the CVE program. Every professional person directly involved in CVE had several years of experience, was reasonably secure in his position, had a more or less vested interest in his autonomous program, and wielded a certain amount of in-school political power. It does not come naturally to entrenched power figures within a system to welcome and promote innovation. Adopting the role of an experimenter places one in situations where ineptness and awkwardness are unavoidable, for experience and know-how do not necessarily help in new situations.

One unexpected cause of professional anxiety was the choice of words --words written for the record to describe rules, regulations, and procedures which were operating successfully but which were previously unrecorded. This chore often stymied cooperative group action.

Another new experience for members of the CVE staff was making budgetary expenditure decisions involving other departments and other class sections. These decisions were made around the committee meeting conference table and were painfully slow in process but never dull.

### Evaluation

One procedure that is perhaps unique to CVE evolved gradually and painlessly. Students write an evaluation of each large group instructional presentation in order that positive changes may be made in future offerings. These evaluations tend to be most candid, as students are not identified individually.

An in-depth study of the program was conducted by the professional staff during the second year of the experiment. A report of this study will be available later this year.

A summary of a subjective evaluation of the program to date follows:

- A. Both lateral and vertical movement in a vocational sense are quite feasible during the school year for the students, with a minimum of administrative detail. This is possible because all first-year class sections meet the same period of the school day.
- B. Quality of instruction is improved as a result of more preparation time for each unit of general vocational instruction. This additional time is gained by assignment of responsibility for instruction to the most qualified coordinator in his area of specialization only. Resource persons have been more readily available because of the ease in scheduling large groups.



- C. Based upon the first-year experience, coordinators agreed that the maximum student load per section be 25 and that a coordinator be assigned three-fifths time for classroom instruction and coordination (280 minutes classroom time, 560 minutes coordination time, and 170 minutes preparation time per week).
- D. Each coordinator has had contact with all class sections. This has given coordinators perspective they previously lacked when limited to working with vocationally homogeneous groups.
- E. A full-time secretary is needed to direct information and inquiries to the proper coordinator, to handle many routine operations that coordinators have done in traditional programs, and to provide for communication between school-parent-employer *all day, every day*.
- F. More organization is desirable in the technical operation, that is, the mechanical and physical problems of large group instruction.
- G. The first year, according to the original proposal, classroom instruction was to be given in food services, and the second year the students were to be placed at training stations. In practice this did not work out; many students insisted upon working and learning concurrently. The desired change was made.
- H. Care must be exercised to avoid creating jealousy among students in the various class sections by an imbalance of field trips or special activities.
- I. Elimination of the screening process, based on prerequisites for students in the program, called for a change in coordinators' attitudes relative to progress at training stations. There must be freedom in this program for students to fail at the training stations. These students do not fail the course but go through the learning process of seeing what they can do on their own in different situations.
- J. Opening classroom doors to professionals not indoctrinated in the "approved" academic vocational education courses has had a snowball effect. Once these "outsiders" are involved in a face contact with CVE students, a real cooperative teaching effort results--they become aware that CVE can offer them valuable reciprocal services, and they request these services. The CVE group now is constantly reaching across academic disciplines for instructional personnel--Physical Education Department for instruction concerning health on the job, Art Department for assistance in placement of a commercial artist trainee, English Department for instruction in oral communication on the job.

It is evident in the third year of operation that although everything in CVE is not sweetness and light, cooperative action has proved its worth. By not asserting the superiority and exclusiveness of a particular field of study, cooperative action can produce a balanced and dynamic program in vocational education.



RELATIONSHIP BETWEEN SELECTED PERSONALITY  
FACTORS AND ATTAINMENT OF CONCEPTS  
IN FAMILY RELATIONSHIPS

*Helene M. Hoover*

Associate Professor of Home Economics  
Arizona State University  
Tempe, Arizona



Dr. Hoover is currently President-Elect of Arizona Home Economics Association. Her articles have appeared in numerous professional publications. Besides professional responsibilities, her multiple role includes being the mother of three daughters and the wife of a professor of education.

The notion of concepts as fundamental elements in cognitive development has long been of interest to educators and psychologists. It has been during the past decade, however, that the conceptual approach to teaching has engaged the serious attention of educators among the various disciplines. The value of concepts in intellectual development seems to rest upon the belief that the concept development of an individual influences his behavioral response, his effectiveness in relating to the environment, his ability to organize experiences and solve problems, and his level of thinking. Essentially concept development may be conceived as the process of acquiring cognitive structures which organize and give meaning to past experience and provide a basis for present and future experiences.

Assuming that concepts serve important functions in the life of an individual, a legitimate concern of teachers in family relationships then, might be that of guiding students in the attainment of cognitive structures relevant to the discipline. If this is the case, the need for systematic research in relation to concept teaching, evaluation of conceptual understandings, the process of conceptualization, and factors influencing concept development becomes apparent.

## Procedure

A study, exploratory in nature, was undertaken to determine if student conceptualization in interpersonal relationships as applied to family situations occurred in certain learning situations and if a limited number of selected factors were related to the development of conceptual understandings. The major hypotheses tested were: (1) A systematic, organized approach to concept teaching in family relationships will result in the development of conceptual understandings by students. (2) Factors other than learning experiences are related to the attainment of concepts by students. This report is concerned with the second hypothesis, specifically with the correlation of certain personality factors as measured by a personality orientation inventory and concept development.<sup>1</sup>

In essence the study involved the following procedures:

(1) One major concept, interpersonal relationships, was selected as the basis for the organization of content for one unit in a freshman-level course, Personal Adjustment for Family Living, at Arizona State University. Learning experiences in relation to the concept were organized around four sub-concepts: empathic ability, respect for the worth and dignity of the individual, healthy concept of self, and communication.

The major concept was chosen because of its broad applicability to personal and family life, its relation to the general well-being of individuals, and its basic importance to success in the small, nuclear family of today as well as to successful functioning in society. Interpersonal relationships, as defined in the study, refer to interactions, mutual or reciprocal relationships among individuals in various situations.

The four sub-concepts were selected on the basis of their broad applicability, their suitability for a freshman-level course and their relationship to the objectives of the course, Personal Adjustment for Family Living. Empathic ability and communication refer essentially to skills or abilities which function in personal interaction, while respect for others and healthy self-concept involve attitudes or feelings which function as a part of personality structure and influence the individual's ability to relate effectively to others.

(2) The four sub-concepts were taught to 131 students, predominately girls, enrolled in two sections of Personal Adjustment for Family Living during the fall semester, 1965.

(3) Conceptual understanding was measured through the use of statements of generalizations written by students, a Definitions Test, and an Application of Principles Test. The two tests were developed by the investigator.

---

<sup>1</sup>Helene Hoover. Concept development of college students exposed to systematic, organized learning experiences in family relationships. Unpublished Doctoral Dissertation, Oklahoma State University, July, 1966.

(4) The Personality Orientation Inventory (POI) developed by Shostrom<sup>2</sup> was used to measure personality factors. Student responses were scored according to instructions accompanying the inventory. The POI is based on the conceptualization of self-actualization as developed by Maslow.<sup>3</sup> The inventory consists of 150 paired-opposite statements of values which provide scores for 14 scales representing value areas deemed of major significance in development toward self-actualization.<sup>4</sup> Examples of POI items are "(a) I feel free to be myself and bear the consequences, (b) I do not feel free to be myself and bear the consequences," and "(a) Impressing others is most important, (b) Expressing myself is not important."

(5) Composite scores on the POI and eight sub-scales scores were paired with Application of Principles Test Scores and Composite Concept Scores (scores derived from responses relating to each sub-concept written by students), and the coefficients of correlation were computed. The eight sub-scales measured the following personality dimensions: Inner-directed; Existentiality; Spontaneity; Self-Acceptance; Self-Actualizing Value; Feeling Reactivity; Self-Regard and Capacity for Intimate Contact. A relationship between degree of self-actualization, or level of positive mental health, scores on certain dimensions of personality related to self-actualization and the attainment of conceptual understandings was sought primarily on the basis of conjecture. No studies were found which might indicate the possibility of such a relationship. Likewise, theories of personality and learning did not seem to provide an adequate basis for assuming such a relationship. It was speculated, however, that a person scoring high on personality factors such as capacity for intimate contact, self-acceptance, and self-regard (apparently related to the concepts being studied) might more readily understand the concepts. For example, the major concept taught was interpersonal relationships, and one sub-scale of the POI was designed to measure capacity for intimate contact or the extent to which the individual has warm interpersonal relationships. Sub-scales designed to measure self-regard and self-acceptance were thought to be related to healthy concept of self. It was conjectured that a person rating high on these dimensions might more readily develop conceptual understandings related to healthy concept of self. It was also suspected that the degree to which a student approaches self-actualization might be related to his ability to conceptualize.

(6) Pearson product-moment correlation coefficients<sup>5</sup> were used to determine the relationship of personality factors to the development of conceptual understandings.

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<sup>2</sup>Everett L. Shostrom. *Personality Orientation Inventory*. San Diego, California: Educational and Industrial Testing Service, September, 1963.

<sup>3</sup>Abraham Maslow. *Motivation and Personality*. New York: Harper and Row, 1954.

<sup>4</sup>Robert R. Knapp. Relationship of a measure of self-actualization to neuroticism and extraversion. *Journal of Consulting Psychology*, April, 1965, 20 (2), 168-69.

<sup>5</sup>James E. Wert, Charles O. Neidt and J. Stanley Ahman. *Statistical Methods in Educational and Psychological Research*. New York: Appleton-Century-Crofts, 1954. P. 83.



## Results

Results of the study did not support the supposition that degree of self-actualization or level of positive mental health is related to the students' attainment of concepts in family relationships. Insignificant correlations of .12 and .01, shown in Table 1, were found between total personality scores on the Personality Orientations Inventory, indicating degree of self-actualization, and development of conceptual understandings as measured by Application of Principles Test Scores and Composite Concept Scores.

TABLE 1

CORRELATION COEFFICIENTS: PERSONALITY ORIENTATION INVENTORY  
(POI), APPLICATION OF PRINCIPLES TEST SCORES  
AND COMPOSITE CONCEPT SCORES

POI	Application of Principles	POI	Composite Concept Scores
Mean 292.14	36.39	Mean 292.60	172.28
S.D. 18.87	8.02	S.D. 17.53	22.33
r	0.12*	r	0.01*
df = 127		df = 112	

\* Insignificant

There are a number of possible explanations for this finding. First, it is possible that no relationship between degree of self-actualization and attainment of conceptual understandings exists. A second explanation might be that the total POI score measured several personality factors other than those related to the concepts taught. A third possibility is that the test items did not measure personality factors, such as the Self-Concept, in the same terms as those used in studying the concept. A study of the items from which the Self-Acceptance and Self-Regard scores were derived indicated some commonality between the terms and concepts used on the POI and those used in learning experiences to which the students were exposed. The degree of commonality, however, could not be ascertained with a high degree of accuracy. There is also the possibility that the Self-Actualization score, encompassing many dissimilar dimensions of personality, may hold very little meaning with respect to this study. Finally, the Application of Principles Test needs further analysis to determine validity and reliability.

Eight of the 12 sub-scales of the POI designed to measure various aspects of self-actualization seemed related to the four concepts taught. These were correlated with the measures of conceptual understanding to determine whether or not there were any significant relationships. The eight scales measured the following aspects of personality: the degree to which the individual seemed *Inner-directed*, independent, or self-

supportive; *Existentiality* or flexibility in the application of values; *Spontaneity* or freedom in expressing feelings behaviorally; *Self-Acceptance* or the acceptance of self with weaknesses; *Self-Actualizing Value* or the extent to which the individual appeared to hold values of self-actualizing people; *Feeling Reactivity* or the degree to which the person seemed sensitive to his own needs and feelings; *Self-Regard* or high self-worth and *Capacity for Intimate Contact*, the extent to which an individual has warm interpersonal relationships.

The investigator postulated that a person who could think independently or one who was flexible and uninhibited, the individual with a healthy concept of self, or a person sensitive to his own needs and feelings and one with the capacity for warm interpersonal relationships might more readily attain conceptual understandings in family relationships. The conceptual understandings to which these factors were correlated related to the self-concept, worth of individuals, empathy, and communication as processes of interpersonal relationships. Coefficients of correlations, shown in Table 2, generally did not support this supposition.

TABLE 2

CORRELATION COEFFICIENTS: SUB-SCALE SCORES ON POI,  
APPLICATION OF PRINCIPLES TEST SCORES  
AND COMPOSITE CONCEPT SCORES

POI Sub-Scales	Application of Principles Test	Composite Concept
Inner-directed	$r = .32^*$	$r = - .03$
Existentiality	$r = .02$	$r = - .02$
Spontaneity	$r = .05$	$r = - .06$
Self-Acceptance	$r = .01$	$r = - .05$
Self-Actualizing Value	$r = .16$	$r = .16$
Feeling Reactivity	$r = .00$	$r = .02$
Self-Regard	$r = .08$	$r = .07$
Capacity for Intimate Contact	$r = .10$	$r = .00$

\* Significant beyond the .01 level.

Only one of the personality factors, Inner-directed, was significantly related to the attainment of conceptual understandings as measured by Application of Principles Test Scores. The correlation coefficient,  $r = .32$ , was significant beyond the .01 level of probability. Thus it can be said with a high degree of certainty that a relationship did exist between this aspect of personality as measured by the POI and conceptual understandings in family relationships as measured by performance on the Application of Principles Test.

Correlation coefficients of .16 occurred between scores on Self-Actualizing Value and conceptual understandings as measured by both the



Application of Principles Test and Composite Concept Scores. Though statistically insignificant, the correlation was sufficiently high to lead one to suspect the possibility of some association of this factor with attainment of conceptual understandings in family relationships. There seems to be sufficient indication of a relationship to warrant further investigation. Negligible correlations indicated no relationship between the other six personality factors measured by the POI and conceptual understandings.

### Conclusions

On the basis of measured and statistical analyses utilized in this study, little or no relationship existed between degree of self-actualization and concept development in family relationships.

The personality factor, Inner-directed, as defined in the POI, was associated with concept development in family relationships. Seven other personality factors measured by the POI were not associated with concept attainment.

### Discussion

The fact that no relationship was found between concept development and level of positive mental health as measured by the POI, as well as between concept development and seven of the eight specific personality factors studied, indicated that degree of self-actualization may not be associated with attainment of the concepts studied. One might hypothesize that concept development is primarily an intellectual process involving learning how to learn or how to approach a subject in a given way. Thus the attributes of personality may tend to have little bearing on one's capacity to conceptualize. It is possible, however, that the personality scale and other measurement techniques employed in the present study merely lacked the sensitivity necessary to disclose such a relationship.

It should be noted, however, that a significant relationship was found between the personality factor, Inner-directed, and concept development measured by Application of Principles Test Scores. The finding is somewhat surprising in view of the fact that no significant relationship was found between total POI scores and concept development. The Inner-direction scale which contains scores on 123 of the 150 items is the most representative over-all measure of the self-actualization concept as measured by the POI. The rationale for such a relationship, when seven other selected personality factors (as measured by the POI) failed to disclose similar relationships, is difficult to explain. Perhaps the personality dimension in some way reflected an openness to new experiences or independence of thought which may facilitate the acquisition of concepts.

The inner-directed person as depicted by Reisman<sup>6</sup> apparently

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<sup>6</sup>D. Reisman, N. Glazer, and R. Denny. *The Lonely Crowd*. New York: Doubleday, 1950.



incorporates, early in life, a psychic "gyroscope" which is activated by parental influences and later on is influenced by other authority figures. The "gyroscope" appears to consist of a small number of principles which have been internalized and serve as guidelines for behavior. One might speculate that a person operating on the basis of an inner core of principles may more readily comprehend concepts and principles which make a subject meaningful as well as see more clearly cause-and-effect relationships.

The Application of Principles Test required student evaluation of a specific situation (described in a case study), recognition of cause-and-effect relationships and prediction of consequences. It also required students to select the principles upon which their responses were based. It was hypothesized that students possessing a high level of conceptual understanding would recognize relationships among things, people, and actions.

It is also conceivable that if the inner-directed person is influenced, as he matures, by other authority figures, he is then more receptive to the guidance of the instructor in a learning situation and to the findings of research and writing of authorities in the field. In contrast the other-directed person might be more concerned with approval of others than with establishing behaviors which relate to the achievement of healthy interpersonal relationships or to the ability to relate to others in a meaningful way. If approval of others is his ultimate goal, he may have lacked the motivation to acquire the concepts being studied.

The results of this study suggest a need for more intensive research designed to discover personality factors, measured by different instruments, that might be related to the development of conceptual understandings. Further research of this type might determine what accounts for the apparent relationship of the personality factor, Inner-directed, as measured by the POI, and concept development in family relationships.

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## HOME ECONOMICS FACES CHANGE

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## FOREWORD

It is later than we think. A cliché? Perhaps; but many of us caught up in the day-to-day concerns of demanding professional work, home, and community have a nagging awareness that there are larger concerns with which we must somehow become involved--and quickly. Social and political forces seem to be moving our modern world along at breathtaking pace. Scientific and technological advances are moving it with even greater velocity. The confrontation must come in the large issues of overpopulation, human hunger, environmental pollution, and social and economic disadvantage.

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It is high time that as individuals we stand up to be counted--and that as a professional group we become initiating, innovative, and influential.\*

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\*Ruthanna Russel. Larger issues. (Editorial) *Journal of Home Economics*, October, 1967, 59 (8), 620. Reprinted by permission of Ruthanna Russel, Editor, *Journal of Home Economics*.





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## INTRODUCTION: INVITATION TO ACTION

About one hundred years ago James Russell Lowell and Abraham Lincoln made some statements about change. James Russell Lowell said,

New times demand new measures and new men. The world advances, and in time outgrows the laws that in our fathers' day were best; and doubtless, after us some better scheme will be shaped out by wiser men than we.

And Abraham Lincoln's comment was,

If we could first know where we are and whither we are tending, we could then better judge what to do and how to do it.

This plea of Lincoln's for perspective is a challenge to see *where* we now are in home economics, *where* others think we are, and *where* we in home economics want to go.

More recently in 1963 *American Woman, Report of the President's Commission on the Status of Women*, clearly indicates home economics' responsibility for taking a new look at its opportunities and possible contributions. When President John F. Kennedy appointed the Commission in December 1961 he said:

. . . we have by no means done enough to strengthen family life and at the same time encourage women to make their full contribution as citizens . . . . It is appropriate at this time . . . to review recent accomplishments, and to acknowledge frankly the further steps that must be taken. This is a task for the entire Nation.<sup>1</sup>

In the Reports' chapter on "Education and Counseling," the following quotation gives a challenging responsibility to home economics:

### *Preparation For Family Life*

Widening the choices for women beyond their doorstep does not imply neglect of their education for responsibilities in the home. Modern family life is demanding, and most of the time and attention given to it comes from women. At various stages, girls and women of all economic backgrounds should receive education in respect to physical and mental health, child care and development, human relations within the family.

The teaching of home management should treat the subject with breadth that includes not only nutrition, textiles and

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<sup>1</sup>President's Commission on the Status of Women. *American Woman*. (Commission Report) Washington, D.C.: U.S. Government Printing Office, 1963. P. 1.



clothing, housing and furnishings, but also the handling of family finances, the purchase of consumer goods, the uses of family leisure, and the relation of individuals and families to society.

Too little is currently known about effective instruction in homemaking skills, particularly about its timing. Neither home economics nor health education can be taught once and for all or at only one level; these subjects gain relevance at the time when a girl or woman finds them an answer to a felt need. For many high school youngsters, discussions on management of money, selection of food and clothing, and care of younger brothers and sisters can start from responsibilities that they already exercise at home.

Girls who drop out of school are likely to do so because they must assume responsibilities beyond their years either in the homes from which they come or in homes of their own. School-age mothers who drop out because of pregnancy are an extreme case of those for whom special instruction is necessary.

. . . . .  
In the last years of high school, many students are looking forward to marriage in the near future. Courses in the social and economic responsibilities involved in establishing a home are sometimes advantageously studied by boys and girls together, contributing to their knowledge of each other's interests and concerns. Even women's colleges have given remarkably little serious thought to the better preparation of their students for the homemaking most of them will do.

Women should have opportunity for education about sex and human reproduction in the context of education for family responsibility.

The education of girls and women for their responsibilities in home and community should be thoroughly re-examined with a view to discovering more effective approaches, with experimentation in content and timing, and under auspices including school systems, private organizations, and the mass media.<sup>2</sup>

An impressive group of leaders in American education served on the Committee on Education<sup>3</sup> of the Report.

What can *individual* teachers do about helping people to understand the purpose and service of home economics, and the changing face of home

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<sup>2</sup>*Ibid.*, pp. 16-17.

<sup>3</sup>*Ibid.*, p. 78. Mary I. Bunting, President, Radcliff College, was Chairman of the Committee on Education and also a Commission Member. She had help on the Education Committee from such persons as Edna P. Amidon, Former Director, Home Economics Education Branch, U.S. Office of Education; Opal D. David, Former Director, Commission on the Education of Women, American Council on Education; Agnes E. Meyer, Washington, D.C.; Esther Raushenbush, Director, Center of Continuing Education, Sarah Lawrence College; Pauline Tompkins, General Director, American Association of University Women.

economics to meet present day needs? And vastly more important, what can individuals do in *shaping* new directions for home economics?

The growing recognition of the need for general education for family and community living for all boys and girls is a clear directive for evaluation by home economics teachers of course content, based on social and technological change; and of teaching methodology and use of psychological principles of learning, based on research. In the national curriculum reform movement now under way it is recognized that reform in the concept of home economics as usually concerned with only girls is long past due.

A study of home economics teaching at the secondary level, sponsored by the Home Economics Branch of the United States Office of Education, has aroused increased interest in home economics' contribution to the attainment of the over-all goals of education in the secondary school; also the study is making a contribution to thought about sequential organization of home economics subject matter among the various levels of education. It reports "a national effort to utilize concepts both as a means of defining the structure of home economics and as a basis for effective teaching."<sup>4</sup>

This publication will be concerned with: (1) the effect of social, economic, and technological change on the home and the home economics curriculum; (2) the need for more adequate education for *all* boys and girls for home and family life in our rapidly changing society; (3) the purposeful interpretation of home economics directed at strengthening attitudes regarding home economics.

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<sup>4</sup>American Home Economics Association. *Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development*, Report of a National Project. Washington, D.C.: AHEA, 1967.

## PART I

### WHAT IS HOME ECONOMICS TODAY?

"The great thing in this world is not so much where we stand, as in what direction we are moving."

--Oliver Wendell Holmes

### Where is Home Economics Tending?

To understand a profession's *purpose and function* one must know its past, as well as its future potential and immediate direction. Home economics has had a proud heritage, but it has greater opportunity ahead to perform a significant function in the public schools than it has had accomplishments in the past--important as they have been. Home economics, in fact, has the longest tradition of interest and service of any profession in the area of home and family life in general education at all levels. The service which it has so admirably performed must be broadened. There is an urgent need for more home economics teachers to look critically at the junior and senior high school curriculum and help to make changes to meet present and future family needs of *all* boys and girls. The new knowledge about elementary students' *potential* dropout, and the relation to home life, presents new opportunities and responsibilities for home economics at the lower grade levels. (See "The Tragic Migration," Department of Home Economics, N.E.A., 1964.)

The changing social order with intellectual and social problems must be faced. Other professions are increasingly recognizing that home economics--or some other profession--must assume more responsibility in the area of general education for the family as a social institution and recognize various forces that have an import on it.

### Home Economics in Perspective

As history shows, home economics became increasingly significant as a profession in the life of America as the social order changed. Initially, the field of knowledge was not clearly delineated, and the idea of academic respectability for home economics was questioned by most colleges because of prejudice and lack of understanding for and vision in education for home and family living. Also because of their low academic status, women could not affect change outside the home.

In the 1830's and 1840's we see a beginning intelligent attempt to meet the needs of homes and families through class work. George B. Emerson, New England educator, asked in his book, *A Lecture on the Education of Females*, "Why may not the healthiness of different kinds of food and drink, the proper modes of cooking . . . be discussed as properly as rules of grammar, or facts of history?"



Catherine Beecher, in the 1840's, a pioneer in education of women, was also concerned with presenting the household arts in a setting of *general principles*, as implied in her publication, *A Treatise on Domestic Economy for the Use of Young Ladies at Home and at School*.<sup>1</sup> Miss Beecher is usually credited with the beginning of the movement toward scientific education in the household arts in the schools.

The Morrill Act in 1862, which established the land-grant college system, by including home economics made possible a college atmosphere for home economics scientific development. The Adams Act in 1887 provided for establishing experiment stations for research which led to a body of knowledge in the new field of home economics. Later the Vocational Education Act of 1917 was to have far reaching influence on home economics in the public schools, with its emphasis on preparation for homemaking and family life.

The Lake Placid Conferences (1899-1909) which culminated in the establishing of the American Home Economics Association were organized by Mrs. Ellen H. Richards, Vassar graduate and M.I.T. faculty member, and Mr. Melvin Dewey, the Dewey of the Decimal System of Library Classification, at the Dewey's Lake Placid Club in New York State. The conference groups attempted to forge home economics function in the contemporary society and to agree on a basic body of knowledge. The leaders were a group of intellectuals who felt free to criticize ideas and to judge as they looked for direction in an emerging profession.

Some of the issues raised at the Lake Placid Conferences were: (1) utilitarian versus liberal qualities in home economics, (2) home economics as an organic part of general education, (3) home economics and freedom, (4) values in home economics, (5) technique as a means of achieving value, (6) scientific principles and practical applications, (7) home economics and liberal education.

A quotation from a paper by Caroline Hunt at the 1901 Conference gives further insight into the group's philosophy underlying home economics.

The final test of teaching home economics is freedom. If we have unnecessarily complicated a single life by perpetuating useless conventions or by carrying the values of one age over into the next, just so far have we failed. If we have simplified one life and released in it energy for its own expression, just so far have we succeeded.<sup>2</sup>

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<sup>1</sup>Emerson endorsed the book and used it as a text in his own private school in Boston.

<sup>2</sup>Caroline L. Hunt. Revaluations. In *Lake Placid Conference on Home Economics. Proceedings of Conferences 1 to 10, 1899-1908*. Washington, D.C.: AHEA. Proceedings of the first, second, and third conferences, 1899-1901. Pp. 79-89. Reprinted by permission of the American Home Economics Association.

In Miss Hunt's *Home Problems From a New Standpoint* she said:

That which is necessary for good homemaking can be determined only by holding fast to the highest ideal of home and by having a clear understanding of changing social conditions. The ideal never changes; the best homemaking must always be an intelligent, affectionate effort to help others to attain as nearly as possible to completeness of life by securing for them those essentials of good living which they can not obtain in other ways as well or better.<sup>3</sup>

Every home economist would profit from an understanding of Ellen H. Richards' significant statements of philosophy for the profession. Early in her career she attempted to bring about an understanding of sanitation as a home and community need. She also saw the need for people in the new profession of home economics to understand bacteriology and chemistry as a basis for obtaining sanitary food and water. Times change and problems differ. In America we have conquered the sanitary problems that chiefly concerned Mrs. Richards. And we are now confronted with some different food and water problems. Home economists have also developed a body of new knowledge in the social sciences that did not exist in Mrs. Richards' day. She envisioned the contribution of social science to homemaking and saw cultural value in homemaking when she said she was concerned with "the more important and permanent interests of the home and of society."

What would be Mrs. Richards' definition of home economics today? Many home economists believe that her definition presented to the Lake Placid conference group is as sound in 1967 as it was in 1904.<sup>4</sup> However, they believe that the definition calls for a new order of emphasis in meeting family needs and wants similar to that contained in the pamphlet *Home Economics New Directions, A Statement of Philosophy and Objectives* published in 1959 by the American Home Economics Association.

The pamphlet *Home Economics New Directions, A Statement of Philosophy and Objectives* published in 1959 by the American Home Economics Association stated the following concepts of home economics:

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<sup>3</sup>*Ibid.*, p. 44.

<sup>4</sup>HOME ECONOMICS STAND FOR:

The ideal home life for today unhampered by the traditions of the past  
 The utilization of all the resources of modern science to improve the home life  
 The freedom of the home from the dominance of things and their due subordination to ideals  
 The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.



Home economics is the field of knowledge and service primarily concerned with strengthening family life through:

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
- furthering community, national, and world conditions favorable to family living.

Home economics synthesizes knowledge drawn from its own research, from the physical, biological, and social sciences and the arts and applies this knowledge to improving the lives of families and individuals. Its concern is with these aspects of family living:

- family relationships and child development
- consumption and other economic aspects of personal and family living
- nutritional needs and the selection, preservation, preparation, and use of food
- design, selection, construction, and care of clothing, and its psychological and social significance
- textiles for clothing and for the home
- housing for the family and equipment and furnishings for the household
- art as an integral part of everyday life
- management in the use of resources so that values and goals of the individual, the family, or of society may be attained.<sup>5</sup>

*New Directions* says home economics is concerned with the "integrative application of knowledge to improve the lives of individuals and families." This means that home economics is not a pure discipline in the sense that mathematics is; it is, though, the only field of study whose chief concern is the understanding and strengthening of home life. The profession depends on sociology, economics, art, psychology, history, philosophy, literature, anthropology, chemistry, physics, bacteriology, and other disciplines as a base for synthesizing and applying knowledge to strengthen family life. The late President Elvehjem of the University of Wisconsin spoke of home economics as an "antidote to overspecialization." He saw home economics as ideally situated to apply findings of many disciplines in a unified approach to the family.

That students need help to integrate knowledge is illustrated in a recent observation by a college foods professor who did not have a course in sociology in her undergraduate program. When she later took a course in social stratification she became much more aware that we need to know not only *why* we feed people as we do, *but also* something about the people we are attempting to feed. In our world today we do not separate the social sciences and natural sciences if we are to make the best use of our knowledge.

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<sup>5</sup>Committee on Philosophy and Objectives of Home Economics. *Home Economics New Directions*. Washington, D.C.: AHEA, 1959. Pp. 4-5. Reprinted by permission of the American Home Economics Association.



## Changing Emphases in Home Economics

As one views emphasis in home economics in light of the 1959 statement in *New Directions*, it becomes apparent that change in our society is reflected by the changed emphasis in home economics. The early stress was on educating the girl, and the shifting focus has been to the individual and the family.

School administrators and the public need help in recognizing that homemaking abilities have to be learned in response to changing times. The new era calls for new knowledge not in existence when students' parents were in school. Neither do former solutions lend themselves to the complex decision-making abilities needed by families today. Although home economics makes no claim to being the only school subject concerned with family living, it is the only field that has as its *primary* objective strengthening family life.

*What, then, is home economics today?* "What we have been makes us what we are," says an epic from India. Given this evaluation, what is the next stage for home economics in fulfilling its purpose in the public schools? Home economics education will be called upon for a very different task in the future, and we can through study and research find better ways to meet school and family needs. What does the Report of the President's Commission on American Women imply for home economics? What are the possibilities for home economists to serve in the Poverty Program, the Head-Start Program, and in the new home economics employment programs? Do home economics teachers need more grounding in the social sciences in the years ahead, as we recognize change and the need for knowing more about families, their aspirations, how they live, and ways to help them run fewer risks of failure? Home economics today is concerned with understanding and improving home life. Do we need to reorient our training emphasis? What does this imply for formal or informal study by home economics teachers?

## PART II

### THE FAMILY IN TODAY'S CHANGING WORLD

"Man's yesterday may ne'er be like his morrow;  
Naught may endure but mutability."

Percy Bysshe Shelley

Almost daily one may expect to confront headlines such as, "Consumer Price Index Extensively Revised." We have come to expect periodic revision of the index and are not impressed with the news of change. In ancient Greece Socrates observed that "there is nothing stable in human affairs." The news about change that is new, however, is the acceleration of change and the prevalence of newness.

The effect of change on the home and family since World War II is not a new area of exploration by home economists. For the past several years we have been seeing magazine articles and chapters in college textbooks with topics like "Family Functions Reflect Social Change," "The Family in Transition," "The Changing Status of Women," "Families in an Interdependent World," "The Family as an Element in the World Revolution," "Our Changing Society: Impact on Families," "The Questioning Consumer in a World of Change."

#### The Work to be Done by Home Economists

Formerly there was no close systematic examination of the family as an institution, as it was assumed one could predict the kind of family to be found in a society if the general social and economic conditions were known. It was also believed that the family would resist influences from the outside and exert a stabilizing import upon the rest of society.

However, an increasing body of knowledge gives indication that these assumptions are not wholly correct--often in serious error. The family in general has been unable to resist external influences, and at the same time internal change has occurred. We are seeing the shift in family systems throughout the world. The preponderant form of change has been in the direction of greater freedom for the individual whether in the U.S.A., Japan, or India. Women and children enjoy a new position in the family and in their contribution to their country. The speakers at the Paris International Congress on Home Economics in 1963 perceived the new family emerging throughout the world and called on home economists to offer leadership in personality development in the interest of strengthening family life. Miss Laidler of England in her address on "The Work to be Done" (by home economists) said:

. . . perhaps most important of all, we must accept the challenge that all over the world there is a change in moral values,

yet without a strong platform of ethical ideas we shall get nowhere and in our teaching and conception and acceptance of our role as home economists we must determine that our ethical concepts are stated and that we are aware as Kahlil Gibran [The Prophet] was aware: - 'You may give them your love but not your thoughts for they have their own thoughts. You may house their bodies but not their souls, for their souls dwell in the house of tomorrow. You may strive to be like them but seek not to make them like you for life goes not backwards nor tarries with yesterday.'<sup>1</sup>

The family is a basic unit in society. Marriage and family life have always been a fundamental and respected way of life in America. However, we have largely ignored family relations as a unit for consideration in school studies for all boys and girls; a view of the family is not a part of the curriculum as are other institutional forms--government, the economy, and even religion--that make up our society.

Today, more than ever, old and young people alike are searching for meaning in family life so that there will be enjoyment, fulfillment and creativity for family members. In what ways can the school assist them in their quest for a better way of family life and hopefully also for a stable family future?

The rapidity of change has made families very different from one another; there is no large uniform pattern, no one image, as families had in the past. The changes call for helping each individual to prepare for the form of family life he chooses to adopt based on his freedom of option and his own values and perspective.

If we begin by assuming that what educates deeply is the immediate experience of a child within each situation in which he is placed, then the family is what educates the most and the soonest, since the child is born into it. The personal relations within the family begin working as educational instruments as soon as the child is born. Here are contained values of all kinds--political, moral, social, esthetic, spiritual--that suffuse his life.

These values cannot, however, be properly understood unless we also understand something about their sources.<sup>2</sup>

All too often family members are not familiar with new knowledge available which might help in making their collective lives more meaningful, any more than many have the knowhow to help children with "New Mathematics." Can schools afford to neglect the basic need of assisting in the preparation of young people for family living in our changing society? The beneficiaries are not only the families concerned but the nation as a whole. That a country is only as strong as its families

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<sup>1</sup>F. F. Laidler. The work to be done. (Address) Paris, France: Tenth International Congress on Home Economics, June, 1963.

<sup>2</sup>Harold Taylor. What the family isn't teaching. *Saturday Review*, May 18, 1963, 17. Reprinted by permission of *Saturday Review*.



perhaps sounds mundane because it is in theory so elementary. We need to put new meaning into strengthening the nation by strengthening the family.

Professor James Coleman, of Johns Hopkins, has recently completed a scientific survey measuring the relationship between achievement and school conditions and teachers' backgrounds. The survey was commissioned by the United States Office of Education to comply with the 1964 Civil Rights Act.

Coleman does not claim to have the final answer, but he believes the family can be "a tremendous influencing factor" in school achievement. The study showed, according to Coleman, "the relative weakness of the influence of the schools against family and peer influence."

### Some Changes That Have a Bearing on the American Family

No statistical analysis will be made of number of families, households, population on basis of age, mobility rate, marriage rates, median age of marriage, divorce rates, birth rates, housing needs, illegitimacy rates, conditions of working women, and so on. These changes are so rapid from year to year that data are anachronistic before publication. Yet, the reader can be assisted by up-to-date statistics directly from government sources such as the Census Bureau; U.S. Department of Commerce; U.S. Department of Labor; U.S. Department of Health, Education and Welfare; U.S. Department of Agriculture, especially the Consumer and Food Economics Research Division.

A comprehensive analysis of the many changes that are affecting the family is beyond the province chosen for this publication, but rather, attention will be given to some of the changes that hold special significance for home economics teachers.

Transition in family living. Perhaps the greatest change in this century has been the transition from rural to urban living thereby causing a need for many families to adapt to urbanized and suburbanized living. This has also helped to bring about changing socialization patterns of the family.

We frequently hear that families have shifted from an economy of scarcity in America to an economy of abundance. Over thirty years ago President Roosevelt spoke of one-third of the nation being ill-housed, ill-clothed, ill-fed. In today's generally affluent society poverty is again being highlighted because the culture of poverty is growing in membership. The affluence is selective. We need to know more about poverty, why it exists, and ways in which education can help to eliminate poverty still more in our life ahead, both in America and throughout the world.

Vocationally the trend continues for more service occupations for city dwellers. In the years ahead America will continue to shift from a "production" economy to a "service" economy. Service occupations will continue to increase in the future thus providing more services for families and new types of jobs. The community now performs many of the

basic functions once performed by the family, neighborhood, or relatives. New types of home economics service occupations for high school graduates need further exploration.

**Mobility.** There is considerable *geographic, economic, and social* mobility today. Information is lacking regarding the mediating variables and the effect of mobility on families and individuals. We do know, however, that authorities indicate *one* in *five* families move each year, *one* in *eleven* families has moved to a new state each year since World War II. This means that many families lack time to search in a community before they are faced with establishing the family in a new environment with a variety of readjustments. The consequence often is insecurity and an inability to feel they "have roots" anywhere. Families who move need help with difficult problems such as establishing themselves in a new neighborhood, making new friends, housing, transportation, financial planning, child rearing, and social adjustment for family members. They feel the loss of support of the family by neighborhood, friendship, and kinship groups. Innovation by home economists in home assistance to urban homemakers is needed today just as over fifty years ago it was needed to help farm families.

Young people have opportunity to move out of their parents' economic and social class and improve their own status; less often they move down the scale. In either case, economic and social mobility present family problems. Increasingly occupational achievement rather than family background is responsible for social status.

**Demographic trends.** An important consideration for teachers is the impact on families of demographic trends. Despite a declining birth rate, a large increase is under way in total population and households. The changing age structure of the population means less demand for home ownership because there are more and more household heads in the younger and the older group--and they tend to be apartment dwellers and renters. The level of unemployment could mean that the proportion of persons or families now taking separate dwellings or apartments may diminish and that two or three generation families in one household may again become common. The implications for greater understanding of varying points of view between and among the generations if more than one generation lives in a household and the resulting threat to privacy calls for exploration.

Most of the nation's childbearing involves women under thirty years of age, which means longer periods of freedom from child rearing. What are the implications for young mothers for teaching time and energy management in relation to family goals? What are the implications for training middle-aged women?

**Marriage rate.** Since its escalation to a peak after World War II, the marriage rate has remained fairly stable and high. The trend toward early marriages has leveled off. There is less parental control over one's choice of a mate. Are the schools helping young people to realize that their freedom to select a mate implies responsibility? Dating is initiated at an earlier age than ever before. Moreover, the modal age for marriage has been going down; also, more teenage marriages end in divorce. Mixed marriages, especially racial and religious, are increas-



ing. Divorced people remarry as a rule.

Two-income families. These have recently become more numerous than one-income families. Often, however, the combined incomes, minus increased costs which accompany them, yield a net decrease in a family's spendable income. What are the values and standard of living problems of the two-income family? What are the goals of families for use of the increased income? We hear "decision making" increasingly referred to today. What help is the school giving in knowledge and understanding of decision making as a basis of consumption and other family choices? The only thing clear in this matter is the lack of clarity.

Birth control. The practice of birth control is now more prevalent in this country than in past years. The result will be smaller families for more people. Although there is a trend toward less difference in size of family among various economic groups in our society, infant mortality rate remains great for the "under classes."

Longevity. For more than a century each generation of Americans has had a more favorable survivorship record than the one before. There has also been a lengthening of the average lifetime. According to projections one-half of the boys born currently will live to celebrate their eighty-first birthday. What does this mean for home economics teaching in the area of companionship, aging, and leisure time in the family?

The role of women and men in making homes. A great deal of talking and writing has taken place about the role of women in the past twenty-five years. It has been a fashionable topic and sometimes the "whipping boy" for many of society's ills. The job of establishing satisfying family life is not for women alone, but rather the work of men and women searching and formulating ways and means to strengthen the American home, the foundation of our society.

Other trends. There are other important changes that might well be explored, but space does not permit. Examples would include: changing roles of family members; more leisure time for the family; changing food patterns, and food and nutrition relative to family living; the family life of aging people; changing child-rearing practices; teenage earning and spending; shift in power structure and division of labor in the home; changing practices in the purchase and use of clothing; and changing technology that affects the family. These are all important considerations for home economists in the emerging new family.

### Family Values in the Midst of Change

What are the shifting values we may see ahead? What we are changing *from* is an important consideration in the study of family values.

Evelyn Duvall once said the family of the future will be:

More democratic than patriarchal  
 More affectionate than economically productive  
 More adaptable than rigidly loyal to family tradition  
 and protocol



More versatile in the performance of family tasks  
 More concerned with homemaking than housekeeping  
 More person-centered than work-centered

We are a transitional generation and are faced not only with readjusting our own sense of family values, but also providing guidelines for young people without moralizing.

For ideas on guidelines see "Teaching about Moral Values in Extension Service."<sup>3</sup> Teachers who are interested in adopting the ideas for classroom teaching may obtain a copy of "Moral Values in Today's World" and a "Leader's Guide" by writing to Dr. Frasier, Cooperative Extension Service, Oregon State University, at Eugene.

In the past we have too often tended to set values based on externalities. An example might be rules of good manners and morals, such as "a student *should*"--"students *must*--." Today, the talk (not yet to the action state) is toward internal controls in making value judgments. A student is encouraged to explore and develop an inner standard which serves as a basis of judgment, and which also provides for more personal security. Students need help in becoming aware of the values that influence their options and decisions. How can home economics help them to preserve and not destroy the human values in family living?

*What have been the traditional goals which Americans want to hold on to, and what are the goals we are tending toward?* We are constantly being told through various media that we are drifting away from moral values to materialism, conspicuous consumption, and self-satisfaction. We are seeing change throughout the world at a rapid pace. People are increasingly wanting freedom of choice. This is being manifested by young people wanting to select their own mates, with love being the main base for the choice. Parents are having less authority over children and husbands over wives. That is to say, there is more freedom for the individual throughout the world. There is need to study the family and its role in its state of change. The family system plays an important role in our world because it has power as an institution to resist or facilitate social change. The influence which the family can have in our society is, indeed, a study worthy of school consideration.

A big problem facing home economics teachers is how to retain the value content of everyday life and find new avenues for expression when the acts in the home, which express these values, change. Increasingly we are finding some leaders hopeful of establishing the family of the future as a primary force, more oriented to human values; and these leaders are hopeful that parents will become more involved in moral and political issues that are troubling their children. Parents, by their examples, can be the moral authority to which their children will respond. The authoritarian role is disappearing, and young people need teaching by example, with some guidelines to take the place of authoritarian rule. They want and need an adult to emulate and to whom they can feel free to go in time of need. Many adults are questioning and

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<sup>3</sup>Roberta C. Frasier. Teaching about moral values in extension service. *Journal of Marriage and the Family*, August, 1967, 29 (3), 611-614.

attempting to understand their own values and to establish family values appropriate to our life today. Is this not worthy content for *adult classes*?

*We may deplore some of the consequences of change, but let us also assess some of the values.* The status of women and children in the family is improving, marriage and the family mean more to men, individuality is more supported, husbands and wives are beginning to be chosen because of the person they *are* rather than what they can *do* for a mate, and fun in family living is gaining over mere performance of work and duty in holding the family together.

The American Home Economics Association has been going through a period of evaluation, and signs point to the fact that home economics is on the threshold of a new era. We need to see more clearly the realities of a changing world and the implications for change in the home economics curriculum, which has as its unique concern the well-being of families and individuals.

The American Home Economics Association's "Home Economics *New Directions*" says:

We believe that the clearest new direction for home economics is to help people identify and develop certain fundamental competencies that will be effective in personal and family living regardless of the particular circumstances of the individual or family.<sup>4</sup>

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<sup>4</sup>Committee on Philosophy and Objectives of Home Economics. *Home Economics New Directions*. Washington, D.C.: AHEA, 1959. P. 8.

## PART III

### NEW THINKING AND ISSUES IN HOME ECONOMICS

"Today is not yesterday: we ourselves change;  
how can our Work and Thoughts, if they are  
always to be fittest continue always the same?  
Change, indeed, is painful; yet ever needful;  
and if Memory have its force and worth, so  
also has Hope . . . ."

Carlyle

#### The Role of the School in Home Economics Education

About twenty-five years ago Clara M. Brown (Arny) made a survey of home economics teaching in the public schools. Some people did not want to admit what research revealed--that home economics teachers gave the greatest emphasis to foods and clothing in high school classes. In other words, the teachers were putting too much of the class time into foods and clothing units at the expense of more realistic and academic home economics units (in Child Development, Home Management, Family Relations, and Housing) which had been accepted and advocated by home economics education leaders at the time.

More recently Beulah I. Coon, for the Office of Education, made a survey of what the public schools were teaching in home economics.<sup>1</sup> Foods and clothing again appeared as the chief consumers of junior and senior high school home economics class time. Home economics is paying a high price for the professional image such high school teaching created.

As home economics teachers recognize the changing role of the family, they also recognize the need (1) to help the family of today and tomorrow to meet and to shape the challenges of change and (2) to teach in that direction.

Where could the years ahead lead if home economics teachers took seriously and creatively Edna Amidon's frequent challenge during her years in the United States Office of Education to develop home economics so that it is "carefully organized, skillfully presented, and assiduously studied"? Does this call for more depth in knowledge of present-day home economics and a deeper understanding of the realities of today's family living? Does it also call for the home and family to be the center of concern in relation to teaching?

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<sup>1</sup>Beulah I. Coon. *Home Economics in the Public Secondary Schools*, a Report of a National Study. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1962.



How could home economics teachers create a bold new curriculum that considers rapid change in the social, economic, technological, and scientific aspects of society that affect personal and family life as indicated in Part II of this article?

Current trends point toward less emphasis on all traditional teaching in the years ahead. If home economics is to be a part of the dynamic school curriculum of the future, teachers need to recognize and identify relevant knowledge and skills in home economics, as well as the forms the subject will take and at which grade level. For example, teachers need to know how we can provide for education for homemaking and for employment as a part of home economics programs at secondary, post secondary, and adult levels.

Elizabeth Hoyt has stated that we buy the quality of our life with the way we use our time, our money, and our energy. Do we need to take stock of the quality of home economics teaching we are buying for ourselves and others? What are the common home economics objectives and how are they evaluated? Is the lack of clarity here one of the big problems facing the profession?

Perhaps one of the immediate family life needs facing the public schools today is to prepare men for their new role in the new family, mated to the new woman, and thereby help them to become more secure and effective family members.

Men and women need the same curriculum in general education, education for careers, continuing education, and education for marriage and parenthood. Men are homemakers too. But women need additional preparation because of the greater demands on the woman homemaker during one phase of her life. There is confusion on the part of many people about the need for special education for women. The issue is confused still further by educators side-stepping the real problem: (1) preparing women for their additional role during the early years of their children's lives and (2) preparing them for a greater decision-making role in the management of a home and transmitter-of-values role which a woman carries.

If the schools largely deny home and family life education for all boys and girls in the curriculum as at present, how can we expect young people to value marriage and family living as important aspects of life? We cannot afford to leave the education for family living to chance. Neither can the schools afford to have young women feel that homemaking and child rearing are inferior and valueless to themselves and to society.

We do not know enough about what the schools should teach in preparation for marriage and family living; nor do we know enough about when such information should be taught to be *sure* of the timing and necessary knowledge needed to bring about a good home; but we know for sure that good intentions in these areas are not enough. Home economics needs the effort of college and secondary school teachers and research specialists to re-think the teaching of home economics in elementary and secondary schools, just as several science fields are now revising their programs on the basis of extensive study. Home economics needs to work with other disciplines, but its first task is to *see its own unique contribution*.

*The distinctive contribution of home economics* to the big task of strengthening family life has to do with the *positive* ideas relative to *normal* aspects of family life. Home economics accents the positive and enables people to help themselves regarding rational problems of living together in families.

Part II of this article indicates the need for being more realistic about a very different kind of home economics curriculum. What will be the future objectives in the areas of Home Management, Family Economics, Child Development, Family Relations, and the House, Its Equipment and Furnishing? Take for example the present "obese" Foods and Clothing areas. What will be "reduced"? What added? Increasingly in the future the emphasis in foods and nutrition, for example, will be from the point of view of families living in this and any society. Food habits and optimum diet are directly related to the physical and mental well-being of all individuals. Emphasis can be placed on food as it is used to strengthen family life. The significance which food has for individual families depends upon psychological, social, political, economic, biological, and aesthetic factors; the significance which food has for families is related to ethnic groups, neighborhood groups, and nations.

In other words, although food functions mainly for preservation of health, it also serves for recreation, enjoyment, transmission of culture, and means of family contacts. Among other things, in the future the consumer and nutrition information will be emphasized rather than preparation of food. Increased consideration needs to be given to psychological and artistic factors in an attempt to be more creative and to improve daily satisfaction of food.

### Concepts and Generalizations Approach

In the past the approach to home economics, as well as to other school subjects, has emphasized subject matter content and the development of skills. Today the trend in school subjects is toward a conceptual organization of content.

*Basic Concepts and Generalizations* take on new meaning in providing structure for curriculum building if we recognize that many of the facts taught and methods used in the past failed to help students understand *how* to meet changing needs and demands on self and family. If we evaluate *why* we are teaching home economics in the schools, it becomes increasingly clear that, more than ever before, boys and girls need to be taught how to meet new and ever changing demands in personal and family living.

The approach of the Home Economics Education Branch, Office of Education Project, to curriculum leadership has been to focus on the identification of the fundamental principles, the broad central concepts, and the major ideas in home economics which are essential if a real understanding of ways of "strengthening home and family life" is to come about. What is the basic content for home economics? It is important that *concepts and basic content have the same meaning for all*, though each curriculum group should be free to select its own teaching materials and learning experiences.



There is need for a framework within which new knowledge can be seen and interpreted. Some of the writing on *concepts* labors the point, at times to confusion. The theory of conceptualization is complex, and the psychologists and educators are continuing needed research. However, there is enough material of relevance to implement the concept approach in our elementary and secondary school teaching. A high school teacher said recently that she did not think much of the concept approach at first but "the more I work with the idea, the more I become convinced of the value of such an approach in teaching. It has opened up a new world of thought for me."

In several disciplines teachers are committed to a re-examination of their basic content. They are trying to identify the underlying organizing concepts and generalizations as bases for their particular discipline. In the introduction to *The Process of Education*, Bruner wrote:

Students, perforce, have a limited exposure to the materials they are to learn. How can this exposure be made to count in their thinking for the rest of their lives? The dominant view among men who have been engaged in preparing and teaching new curricula is that the answer to this question lies in giving students an understanding of the fundamental structure of whatever subjects we choose to teach. This is a minimum requirement for using knowledge, for bringing it to bear on problems and events one encounters outside a classroom--or in classrooms one enters later in one's training. The teaching and learning of structure, rather than simply the mastery of facts and techniques, is at the center of the classic problem of transfer. There are many things that go into learning of this kind, not the least of which are supporting habits and skills which make possible the active use of the materials one has come to understand. If earlier learning is to render later learning easier, it must do so by providing a general picture in terms of which the relationships between things encountered earlier and later are made as clear as possible.<sup>2</sup>

For additional help on concepts and generalizations see the articles by Helen Westlake, Louise Gustafson, and Lillian Dix on "Teaching for Concepts and Generalizations in Home Economics Education" in the December 1964 *American Vocational Journal*. Also Willa Vaughn Tinsley and Margaret Tilton, "Teaching Intellectual Aspects of Home Economics: Through the Identification of Basic Concepts," *Journal of Home Economics*, February, 1967. They are excellent articles. For a more searching discussion see Jerome S. Bruner, *The Process of Education*, Harvard University Press, 1963 and the A.H.E.A. 1967 *Report of a National Project*, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development.

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<sup>2</sup>Jerome S. Bruner. *The Process of Education*. Cambridge, Massachusetts: Harvard University Press, 1960. P. 11. Reprinted by permission of Harvard University Press.



To what do home economics teachers give the highest priority of importance in their teaching of students? Is it education for effective thinking? The thesis of the concept approach is to teach people to think, to learn, to see the correlation, to evaluate, to use concepts and generalizations, and to help teachers be aware of *what* they are teaching and *why*.

### Creative Changes in the School

The rest of Part III will be devoted to illustrations of some present-day thinking in home economics teaching. Space does not allow for many of the good illustrations submitted. The ones used will be grouped under four headings as follows: (A) *Change* in methodology and learning theory; (B) *Changes* in approach in the elementary and secondary schools to meet today's personal and family life needs; (C) *Change* based on studies and research and on new content; (D) *Changes* based on social, economic, technological, and scientific developments.

#### A. Changes in Methodology and Learning Theory

1. Ruth Wheeler of Evanston, Illinois, wrote:

In reference to your request for *generalizations* and how you help pupils to generalize and then see the application of the generalization, I can tell you about one of our projects. As one of the courses in the department we offer Child Development which involves senior girls in the nursery school for one semester. Last spring we made arrangements for our closed-circuit television cameras to be placed in the nursery school. Our viewers in another part of the building were freshmen who had been studying child care. The nursery teacher explained the activities that were taking place. The freshmen were able to watch high school girls work with children as they had been taught. The teacher helped the freshmen to see what principles of child training were being practiced in a specific situation. It was so successful that we hope to continue the observation this year.

2. Arleen Otto of Columbia University thinks one of the interesting new programs is an *integrated practical arts* offering in Hillsdale, New Jersey. Mrs. Gail Jacobson, former teacher, in a recent letter states:

Although our program did not conform to traditional lines, our teaching was perhaps more *intuitive* than scientific. The approach to the elective courses was certainly influenced by what arose naturally from the required course for *all Freshmen* called Related Arts, in which the creative areas of Art, Music, Speech and Drama, Home Economics and Industrial Arts were directly involved with the students rotating on a two-day basis from one to the next. Over a given period of several

months, *in each area, the same Concept* was being explored - Elements of Design, Form, Mood, and such with the students using these conceptual understandings to interpret their ideas into something concrete.

For the past two years we had adopted the theme of You as a Consumer for all our home economics courses, and emphasized the homemaker's responsibility for understanding the economic, artistic, functional or practical aspects of selection of goods, as well as their value in terms of either time saved or money saved.

. . . We encouraged experimentation as soon as some of the basic techniques were understood, for example, clothing construction by altering commercial patterns or combining parts of several so that a more personal sense of accomplishment was possible . . . . In my experience, even the less able students will rise to meet a challenge and be better young people for it.

3. A different approach to the Related Arts program came from Mrs. Mary Ellen Pope, of Mississippi, who believes that Martha Underwood of the Amory Middle School in Mississippi is doing an excellent job of meeting the needs of 5th, 6th, 7th and 8th grade boys and girls through their "Related Arts" (Home Arts, Industrial Arts, Fine Arts) program.

It is an inspiration to visit the school and see the team teaching and individual work by teachers, and the continuing way in which each student plans his own project, works on it at his own rate of speed, and evaluates his work.

About 85% of the high school graduates proceed to higher education. This, along with other factors, influenced the district to adopt 4-4-4 organization, planning for acceleration during the middle school years and leaving the four high school years for more intensive college preparation.

## B. Changes in Approach in the Elementary and Secondary Schools to Meet Today's Personal and Family Life Needs

1. Mrs. Eva W. Scully, of Arizona, provided several illustrations of new and different emphases in home economics teaching. In a letter she states:

The results of the 20-year study made by Coon in the U.S. Office of Education have been used in our state to help teachers see the need for evaluating and changing their program.

Sara Jo, a student enrolled in the home economics program in Phoenix, Arizona, applied much of her understandings about art and children as she prepared art experiences for the play school children in her *child development* class.



She prepared art supplies for experiences in finger painting, dough work, sponge painting and easel painting and supervised these experiences with the children. Sara Jo obtained 100% participation in each activity before she finished. She had a little help from some classmates during the activity but she did alone all the original research, organization and collection of materials. She presented it to the children, demonstrating by herself. Sara Jo summarized some of her learnings from the project as follows:

'When a child is given an opportunity to be creative, he often feels a great sense of satisfaction.

'When the teacher makes a perfect model for the child to copy, creativity is discouraged.

'If the child is puzzled, a suggestion from an adult may be helpful.

'The most important attitude to be taken toward a child's art work is that it is his and it cannot be compared to that of any other person.

'When children of different ages and developmental levels are in the same group, an arrangement so that children will fall into an activity with their peers often encourages creativity.'

2. An illustration of the use of community resources came from Ruth S. Kimpland, Chief Consultant, Home Economics Education, Rochester, N.Y.

In one of our schools in the low-income area, home economics is taught to 6th and 7th graders. Many times the teacher had overheard remarks concerning the surplus food. 'It's not fit to eat.' 'We throw it away.' With these statements re-echoing in her mind, she planned with her sixth grade pupils to invite their mothers to school some evening for demonstrations of what they were doing in class (but it really was demonstrations *using surplus food*--lard, dried eggs, et cetera). The girls, divided into groups of three, gave demonstrations of preparing quick breads, cookies, and other simple foods in which they used surplus food. Over twenty mothers came. Copies of the recipes were given out. Not only did the girls and their mothers learn how to use surplus foods, but it also gave the adults an idea of what their daughters were learning.

3. Jane Reed of Maine wrote:

A nutrition series is being developed at the fourth grade level. This was made possible by Ford Foundation and Florida Citrus Commission grants. The television teacher is a home economist on leave of absence from her classroom in Portland.

## C. Change Based on Studies and Research



1. Recently a vocational interest study was conducted by the Vocational Guidance Division of the Ohio State Department of Education. Eleven thousand tenth and eleventh grade students in 14 counties gave Child Development as their first choice of home economics units. The study data are being used as one basis for increasing emphasis on Child Development in the State Home Economics Curriculum.
2. One of the best sources for helpful studies and research, as well as approaches to teaching, will be found in the *Teacher Exchange for High Schools and Colleges, Journal of Marriage and the Family* (formerly *Marriage and Family Living*).<sup>3</sup> No teacher should be without the publication; nor the *Journal of Home Economics*,<sup>4</sup> AHEA official publication.

Teachers need a sense of identification with the field of home economics, and most teachers need to gain a deeper theoretical understanding of the issues they have to deal with, thus avoiding overidealistic approaches. Editors of the above two publications will welcome articles, so take the time to help your colleagues and others by writing about your successes in teaching.

#### D. Change Based on Social, Economic, Technical, and Scientific Developments

What will be the directions ahead as new vocational education legislation develops and is implemented? What kind of research do we need for emerging programs? Today home economics is being called on to be an innovator in a new area of challenge and change: to provide new vocational programs for the secondary level, for post-secondary level, and for adults as a part of the already existing program for education for homemaking and family living.

By 1970 an estimated 80 per cent of all college bound graduates will be enrolled in some type of two-year post-secondary program, junior college, community college, or area school. Trends indicate that home economics knowledge and skills are being utilized in occupationally-oriented post-secondary curricula. For help in designing such curricula see "Post-Secondary Education in Home Economics."<sup>5</sup>

1. Eva W. Scully provided *A Pilot Program for Training Homemakers' Assistants* in Phoenix, Arizona.

During the summer . . . a pilot program for training Homemakers' Assistants was set up at Friendly House.

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<sup>3</sup>*Journal of Marriage and The Family*, National Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414.

<sup>4</sup>*Journal of the American Home Economics Association*, 1600 Twentieth Street, Washington, D.C.

<sup>5</sup>American Vocational Association. *Post-Secondary Education in Home Economics*. Washington, D.C.: AVA, 1967.

This program was carried on through the combined efforts of the State Department of Vocational Education, Home Economics Service, the Phoenix Union High School System and Friendly House, United Fund Agency. The purpose of the program was two-fold: (1) to provide training in all facets of homemaking which women might encounter when employed as a homemaker's assistant; (2) to upgrade standards of homemaking in the homes of women being trained. Friendly House serves as a meeting place for women wishing to work by the day in homes throughout Phoenix and surrounding areas. The State Employment Services sends an employee to Friendly House for half a day five days a week to help place women in jobs. The Advisory Board of Friendly House expressed the feeling that there was definite need to upgrade skills and abilities of women seeking work. These women come largely from low socio-economic levels and a variety of cultural backgrounds and many have not had contact with equipment, facilities and standards maintained in homes where they may be employed. Many of them need help in ways to improve personal appearance and attitudes to make them more successful employees.

Classes were provided which offered first a demonstration, film, filmstrips or discussion period and then a practice session covering the skills involved. Many women come to Friendly House and sit in the large waiting room hoping for an assignment for the day. In order to reach as many of these women as possible, the demonstration, film, filmstrip or discussion was presented to the entire group of waiting women. Then a selected group was given opportunity to participate in practice sessions since it was not feasible to work on this basis with more than twelve to fifteen women at a time. It was stipulated that a trainee could miss no more than three lessons and receive a certificate. Opportunity was given to make up lessons which were missed. Of the fourteen women working in the training group, six qualified for certificates.

An adaptation of the Manpower Guide for Training Homemakers' Assistants was used as a framework for choosing pertinent experiences in this training program. It should be noted that due to the low educational and functional level of many of these women, it was found necessary to move slowly, repeat often and use as many visual materials as possible. The small training group was able to progress at a much faster pace than the total group . . . .

2. Rex Todd Withers, of Michigan, supplied a report from Mrs. Patricia Geyer, Albion Schools.

*Description and Evaluation of the Home and Family Living Class for Welfare Mothers.*



This class probably represents one of the tremendous unmet needs in many communities and demonstrates a starting point for home economics teachers and other local agencies since it was planned jointly. It is interesting to note also that previous attempts to reach a similar group in this community were not successful; however, when the school became involved, the programs moved along very satisfactorily, and there is evidence that the women are looking forward to additional classes.

*Information About the Class:*

Names were submitted by case workers from social agencies at local and county levels. These included the Department of Social Welfare, Bureau of Social Aid, Probate Court, County Health Department. Three planning meetings were held with twelve case workers and school representatives. . . . Certain civic groups arranged for financial assistance and scholarships. Thirty-eight names were turned in and twenty-nine attended. There were 128 children represented by these twenty-nine mothers. Few (one to be exact) had a man who was legally the husband.

The teacher's pre-planning included the following objectives:

- develop understanding there is dignity in homemaking
- develop skills, attitudes, and management abilities relating to self, home and family which will improve the women's ability to be wives, mothers, homemakers, community members
- develop understanding relating to personal development and job holding
- develop understanding of the special needs and problems of a one-parent family with limited income

(Space does not permit the excellent generalizations developed by the teacher.)

It is interesting to note how the teacher tried to secure first-hand help in planning for the program. The following suggestions are from a 26-year-old mother whom the teacher formerly had in a regular high school class. This woman completed the tenth grade, has three illegitimate children, one child with an IQ of 140. She knows a great deal about how these women think and furnished considerable help and the following suggestions:

- How can you cope with gambling?
- Stress the fact that parents should talk to girls about having babies but not to lie to them about it.
- Stress to parents they should take a more active part in the community even if it is only to attend council meetings, get acquainted with your councilman.
- Keep a close tab on the children and their activities. Even to go as far as maybe chaperoning a dance given on Friday nights.



- Stress moral conduct but not too much because these people have a tendency to get angry if they feel you are sticking your nose in their business. Stress this from the angle of the children and what it will do to them.
- Get across to parents what or what not to discuss in front of children and not to make dad seem like the bad guy.

The meetings were set up to spend approximately two sessions each in the four areas of (1) the woman, (2) management, (3) the child, (4) nutrition. This was carried out with adjustments as needed. Where the women seemed to want to pursue a special problem time was allowed to do so.

Techniques used included: sociodrama, brainstorming, demonstrations by both teacher and students, round-table discussions, film-strips, pamphlet material (give away type), flip charts, blackboard, opaque projector, and just plain sitting and talking. We also wrote a book (students' work). Coffee and cookies were served each time.

To provide an outside interest which would help bring the students back each meeting, the teacher introduced rug hooking. The women were provided frames and hooks and shown how to create patterns and rugs. Discarded nylon hose were used. The craft project was to help to show how to beautify our homes with inexpensive materials, and to provide a leisure time skill. Successful! Evaluation by the teacher was made at the close of each session.

### 3. An illustration which shows teacher preparation based on social and economic change came from Mississippi Southern.

During a recent summer session two graduate classes worked on a curriculum for the area of Family Living and the area of Management and Family Economics. This material was used by the teachers of the state, evaluated and revised.

For all three units, the concept-generalization approach was used. For help in defining concepts and generalizations, specialists in the area were brought in. . . . The immediate past president of the National Council on Family Relations, president of a utility company, and a psychiatrist presented papers and conducted discussions in the area of family living. A professor in economics, a broker, and a home economist who did her Ph.D. work in management and household economics presented papers to the group concerned with the area of management. We believe that these presentations gave depth and breadth to the thinking of the graduate students.

## Issues to be Faced

- A. The home economics teacher in the junior high program faces a greater challenge in imaginative teaching than ever before. Students want to be, and are, more sophisticated and ready for new ideas and experiences. They learn more readily but are also more resistant to learning and to the teacher as an authority symbol. They are more responsive, however, to creative teaching which challenges their interest and energy.

The junior high school student's concern for self and for greater depth in home economics is being, and increasingly will need to be, channeled to a changed emphasis in the areas of clothing, the adolescent and money, personal and family relations, nutrition, and housing. Child development emphasis is being increased in many home economics curriculums in response to student concerns. Experimental programs in junior high are necessary to find ways to meet teenagers' present needs.

- B. In the schools of the future, independent study will no doubt be increasingly emphasized to serve the individual interests and abilities of students. Consequently, curriculums will be reorganized. What will be the basis? What are the implications for basic content in home economics in the elementary and junior high school program? What for specialized pursuit in upper grades? What will be the role of home economics in State Departments of Education in long-range plans?
- C. Dr. Mary S. Calderone's keynote speech on *Sex and Social Responsibility* at A.H.E.A.'s 1965 annual meeting was an indication of an attempt to help meet what Havighurst has called a tendency to "postpone adolescence in America." Dr. Calderone stressed the need for home economists more openly and consistently to include human sexual behavior as an area of professional concern to be "studied, researched, understood, respected, protected, and channeled into ways that are constructive" and to "emphasize its great potentialities as a creative and re-creative force."

Furthermore, she urged home economists to help our youth understand and use wisely the facts we know. Dr. Calderone's article in the September 1965 *Journal of Home Economics* is "required reading" for all home economics teachers.

- D. Another important issue that has special relevance for secondary teachers is one presented in a speech by Guin B. Hall, deputy commissioner of the women's program of the New York State Department of Commerce. Miss Hall, in speaking on *Horizons for Today's Girls -- Tomorrow's Women* indicated that the home economist's position is better than most in recognizing the multiple needs of today's women. She indicated that the home economist's position is weakened by her tendency to become too specialized to see the *whole woman*. She asked, "Are we educating home economists who will understand only one-fifth of a woman's life as we develop specialists in child development and family relations, *or* food and nutrition, *or* textiles and clothing, *or* household management, *or* family economics?" She



called for home economists to help women assume a broader responsibility in the whole world and at the same time "retain the one role which is still the most important of all, that of wife and mother."

- E. A national conference on "Contemporary Issues in Home Economics" sponsored by the Home Economics Division of the American Vocational Association, the American Home Economics Association, and the Department of Home Economics of the National Education Association was held at the University of Illinois in May, 1965.<sup>6</sup>

Conference participants heard speakers on four issues and were further challenged by pertinent discussions and by plans for the future. The issues follow:

Issue No. I. How can provision be made for education for home-making and for employment as a part of home economics programs at secondary, post high school, and adult levels?

Issue II. What is the relationship among the cognitive, affective, and psychomotor objectives of the home economics program?

Issue III. What kinds of teachers are needed for emerging programs in home economics at high school, post high school, and adult levels?

Issue IV. What facilities are needed for emerging programs in home economics at high school and post high school levels?

One of the real values of the conference was the working and planning together of representatives from the three professional associations concerned. More such conferences are needed.

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<sup>6</sup>National Education Association. Contemporary Issues in Home Economics: a Conference Report. Washington, D.C.: NEA, 1965.



## PART IV

### INTERPRETING THE CHANGING ROLE OF HOME ECONOMICS

"But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep."

Robert Frost

Many teachers are increasingly involved in changing their approach to learning and are attempting to meet the needs of pupils by developing an understanding of basic concepts in the field, but they also need to find more ways of making known to the public the changing role of home economics.

Many people support, but do not necessarily have a full understanding of home economics; some have a stereotyped concept, and others are just unaware of the purpose of home economics; so teachers must be aggressively articulate about their curriculum to bring about a wider understanding of present-day objectives. Increasingly, teachers are urged to write for professional publications and for daily news media about the good things they are doing. It has been said that home economics teachers are so busy doing a good job that they do not take the time to tell the public about it.

Supplementary means of interpreting, other than effective teaching, are needed now to change *quickly* the image of home economics to that of a profession which has as its unique concern the attainment of "the well-being of individuals and families, the improvement of homes, and the preservation of values significant in home life."<sup>1</sup>

#### Interpreting by Clarification of the Function of Home Economics

The content of home economics, to be effective, must adapt to serve under rapidly changing conditions. Many of the students of today will be married in a year or two and soon will be parents, so the teachers of today need to prepare them to cope with changing conditions and needs. The teacher's function is to provide boys and girls with an understanding of a body of knowledge that can be related to different environments and times.

The study of the home economics curriculum by national workshop groups, sponsored by Home Economics Education, U.S. Office of Education, organized basic concepts and generalizations or major concerns of home

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<sup>1</sup>American Home Economics Association. *Constitution of the American Home Economics Association*. Washington, D.C.: AHEA, 1967.

economics into five sections: Human Development and the Family, Home Management and Family Economics, Food and Nutrition, Housing, Textiles and Clothing.<sup>2</sup> What a person teaches speaks loudly when her students are able to apply home economics principles and concepts to daily life situations and when they have a knowledgeable basis for their decision-making in relation to establishing and maintaining a home.

Teachers need to make clear to school administrators and guidance counselors, but first and foremost to their own students, at least three things: *First*, the focus of home economics is on families, and home economists believe that families are the strength of America. The field of study is humanistic, not materialistic in focus, and the primary concern is the use of knowledge to serve family and individual needs. *Second*, the distinct contribution of home economics is to *positive* ideas relative to the *normal* aspects of family life. Pathology is left to other disciplines. And *third*, with the increasing complexity of knowledge, students learn principles with which their parents are unfamiliar. Home economics deals with family life content and concepts frequently foreign to many parents. Students need help, beyond what parents offer, to understand their role as individuals in making homes and to contribute to a stable family future.

Many school boards and school administrators need help in understanding that the influence which the family can have in our society is a study worthy of school consideration for all boys and girls. Our society is increasingly complex and relies chiefly on the family to maintain an environment which allows for growth and development of each of its members. More research is needed, but we have adequate valid information for an effective school program.

### Some Ways to Interpret Home Economics

- A. A good way of interpreting to principals and guidance counselors is by *describing the competences that teachers consider fundamental to individual and family living.*

Twelve such competences are listed in AHEA's pamphlet "*Home Economic's New Directions, A Statement of Philosophy and Objectives.*" Many teachers have bought the pamphlet for ten cents and supplied it to all administrative personnel in an effort to clarify the changing role of home economics and its new direction. If guidance counselors are frequently given objective, meaningful ideas of the function of home economics, we can hope that more of them will understand the new directions in which we are moving.

- B. Home economics teachers can and need to be *more vocal through interdisciplinary participation* by speaking out at meetings when discussion becomes controversial and when they have an understanding of the contribution their field of study can make.

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<sup>2</sup>Bernice Mallory. Curriculum development, A new look at home economics. *The Bulletin of the National Association of Secondary-School Principals*, December, 1964, 48.



- C. As a specific means, a teacher may encourage pupils to give an *open house* or parent-child-banquet to interpret home economics to the faculty and to parents. Before the open house the teacher prepares a position paper to be used as a basis for discussion to help pupils better understand the meaning of home economics. In a briefing session, based on the paper, the students can learn how to explain home economics in terms of principles, and not *merely application*. To be more specific, have no food preparation or clothing construction exhibited, but interpret more of the *whys*, through conversation, exhibits, charts, and other means. For example, a teacher could play up the *whys* of home furnishings, housing and equipment, in relation to the use of personal, family, and community resources. She could show that home furnishing is based on the need of the individual family in regard to its standard of living, aesthetic preference, and resources, as well as on an understanding of art principles, fabrics, and furnishings.

We cannot discount food and nutrition as an important part of homemaking. Students can be effective in interpreting the need for learning basic principles of food preparation. What reaction may students get when they explain that in chemistry you learn principles and go to the laboratory to experiment and that we do the same thing in home economics foods classes? Pupils are not learning to "cook" in school. This fact may be a surprise! So, disillusion visitors about "teaching cooking," and help them to understand how students learn to integrate basic principles of nutrition and food preparation in feeding the family.

Interpret the continuing emphasis away from construction and toward selection of clothing and its aesthetic, economic, psychological, and social implications. Help pupils to interpret that construction of clothes can be a creative endeavor and can meet a personal need, just as preparing a meal or furnishing a home can be as creative as writing a poem or painting a picture.

Find ways to help visitors to think of the play school, or nursery school if there is one, as a place where students may grow in their understanding of young children and acquire some knowledge of what constitutes an optimal environment for children.

When students talk about plans for the visitors lead them to recognize management concepts. Help the visitors to go away from the open house realizing that home economics education is attempting to find creative ways to enrich personal and family life and that students are being helped to manage resources in terms of personal and family goals.

- D. The *decoration and care of the Home Economics Department* itself is an effective way to teach students and inform the public. It takes time and skill to demonstrate application of principles in department decoration and achieve an atmosphere of beauty and freedom. Students falter at first in attempting decorative arrangements for the department but progress as they apply principles learned in the home furnishing unit.



Decorative objects and fabrics need to be accumulated over the years so students have a wide range of choice of art objects. Judging decorative arrangements and bulletin boards made by students is also an excellent evaluation device for determining if students really do understand the basic principles involved.

- E. Do those of us who are high school and college teachers feel obligated to serve banquets, luncheons, and teas when asked by colleagues or bosses, or do we feel obligated to interpret that we are a teaching unit, not a service unit, of the school and suggest the use of the school cafeteria or student union? This is not to imply that we never help with food services but rather that our colleagues think of us when intellectual as well as food challenges come along.<sup>3</sup>

### Interpreting Through Individual Teaching

- A. Alice Livingston of Monroe, Wisconsin, at Julia Dalrymple's suggestion, contributed the following:

For the past five years we have offered a course in Family Living to senior boys and girls. This past spring we made changes, giving units which were formerly in Family Living as semester courses. This permits us to go into the areas in greater depth. 'Home and Society,' 'Child Growth and Development' and 'Housing and Furnishings' are the semester courses now offered to senior boys and girls. Approximately one-third of the enrollment are boys. Also, I find that this year twenty-five percent of the class members who are taking 'Home and Society' are girls who logically would take Homemaking III. Might this point toward a feeling on their part that the personal relationship area is more important to them than are the manipulative skills?

- B. Charlotte Brainerd, Fennimore Community Schools, Wisconsin, has written:

I accepted an intern teacher and am closely allied with the Wisconsin Improvement Program. I have a graduate student both semesters and we, along with Miss Julia Dalrymple, are doing some pilot work with telephone supervision, which Miss Dalrymple has named 'telesupervision.' It seems to be working very well and in its infancy shows considerable promise.

In order to introduce our new program to the general public in our School District, I wrote an article for the newspaper, along with pictures of the two interns. It aroused much interest in the program and closely allied

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<sup>3</sup>Lelia Massey. Interpreting home economics, *Journal of Home Economics*, June, 1955, 47 (6), 383-386.

the public with the advancements in our home economics department. We have had many interesting comments as a result of this announcement. I do a considerable amount of writing for the newspapers and try to get as many photographs into the paper as possible, as pictures add greatly to the worth or value of the article.

- C. Edna Martin, Seattle, writes that the Seattle schools put out a regular publication under the title, "Seattle Schools." A recent issue devotes a page to a Pilot Study in Wage Earning Education. Doris Katz, former interior decorator, originated the program as one way of trying to meet the specialized needs of the alterations industry.

All of the girls have participated in this new class with great interest. While the students are paid nominal fees for such jobs as taking up coat and skirt hems, making curtains, or sewing new garments, their main remuneration comes from the increased confidence they are acquiring in a self-supporting skill. About half of the girls have already attained sufficient ability to be recommended to the alterations department of a large downtown department store for immediate employment after graduation.

### Interpreting Constructive Change Through Professional Organizations

Home economics teachers, *through their professional organizations*, are finding new ways to meet the need of serving families' quest for improving family living and to interpret the profession's goals.

- A. "A New Look at Home Economics," the December 1964 *Bulletin of the National Association of Secondary-School Principals*, is a most helpful bulletin on interpreting ways in which secondary school home economics is changing. The publication should be helpful to teachers who are attempting to be more articulate in interpreting to co-workers the "Changing Role of Home Economics" although it is written chiefly for school administrators. It will be equally as useful in working with guidance counselors.
- B. The N.E.A. Project ("Instructional Program of the Public Schools") Report, "Schools for the Sixties," gives recommendations based on critical concerns in American education. The supporting volumes of the report--"Deciding What to Teach," "Planning and Organizing for Teaching," and "Education in a Changing Society"--will serve well as sources for self study as to ways in which home economics can fit into the changing total school program.
- C. The Home economics Section of the American Vocational Association is providing leadership in interpreting ways in which Home Economics can play an important role in the implementation of the Elementary and Secondary Education Act of 1965. The new legislation encourages imaginative thinking and new approaches.



The following suggested changes are in some cases already being made--in many schools they await thoughtful consideration and implementation: strengthened programs for educationally deprived children, especially in low income areas; in-service training of teachers; (Many married women with no recent formal education are returning to, or entering, home economics teaching with all of its recent innovations.); teacher aids; special classes for physically handicapped; pre-school and elementary programs (where home economics has a whole new field of endeavor); increased guidance services for pupils and families; home visitors; supplementary services such as food, child care and guidance, consumer education; school plant improvement especially for pre-school and elementary school classes; a changing secondary and adult program; work experience programs; on-the-job training for high school students; library and instructional material resources; cultural opportunities; supplementary education centers and services; strengthened teacher preparation; laboratories for developing and evaluating techniques through experimentation; and last, and perhaps among the most important, research in curriculum and the distribution of curriculum materials.

Home economics teachers have an opportunity and obligation to contribute at the planning stage so the profession's views and enrichment services are known and incorporated into the original plans for use of the new funds.

- D. The A.H.E.A. sponsored a workshop on "The Aging" in 1964 and one on "Working With Low Income Families" in 1965. The reports can be obtained from A.H.E.A. The workshops have motivated home economists to help across the nation in raising the level of living of low-income groups and the standard of living of the aging. Another workshop, held in October 1967, focused on consumer credit in family financial management.

Home economics teachers can contribute as individuals in helping to plan, support, and inspire to greater effort such programs by putting their special knowledge and services to work. Our times call for broader personal commitment and involvement on the part of home economics teachers. New and effective methods of teaching for low-income families' needs is a case in point for adapting to newly recognized needs.

- E. The American Home Economics Association and the American Library Association have recently formed a Joint Committee on Consumer Education. The committee is mobilizing the resources of public libraries, home economists, and others in a stepped-up program on consumer information, primarily directed to low-income families. The two groups are cooperating with the President's Committee on Consumer Interest.
- F. Another innovation taking place, that needs interpretation, is the successful way in which business and home economics education are working together on sound educational programs.
- G. The American Vocational Association offers a wealth of good material on occupational training and new legislation that affects home



economics. Material is available related to post-secondary home economics education, an area in which home economics must become increasingly involved if it is to serve American society more effectively.

### Interpreting Through an Improved Program

The present hoped-for role of home economics teachers implies that all teachers will have to make more effort, first, to identify essential theory and develop a better understanding themselves and with students of basic concepts in home economics and, second, to help students develop the ability to apply principles to new situations as they arise, now, and after leaving school.

Are we truly dedicated to preparing students to understand the meaning of "strengthening family life" and to weave home economics into the fabric of their changing home and society? We have evidence many teachers are doing so but we need more.

We need more effectively to interpret, through teaching, the role of home economics in a changing educational world. We must not lose sight of the fact that the family contributes to the social order and also is affected by it. One of our greatest challenges is to find new and effective ways to get across the important fact that through the well-being of families both the individual and society gain.

Home economics will make more widespread strides in the schools to increase the well-being of families as each teacher uses trained intelligence, becomes increasingly aware of changes as they affect the family, and continues to investigate the pertinent problems of the home. Teachers also need to find better ways to make education for employment an integral part of the home economics program at secondary, post-high-school and adult levels.

One might well ask: "What are the constants of concern of home economists in the midst of all the change taking place in the home today?" Young people need help in seeing ways that love and affection (which can be constant) are shown in activities involving daily responsibility in the home. What I said in 1957 holds true today.

Lawrence K. Frank, one of our social philosophers, has been saying for several years and on many and recent occasions that if we recognize the irreplaceable functions of the home and family living, we must provide for their continuation and improvement. We must also consider the need for reformulating these functions of the home and family in terms of their larger social and individual significance, for example, individual well-being, community living, international relations.

He points out that mental health is the unique function of the home and family life. 'It is in the interpersonal relation of husband and wife, of parents and children, of brothers and sisters, that our personalities develop and find expression.' The family alone can provide the emotional climate, the love and affection for life and for renewing strength

that is necessary to healthy, maturing personalities.

Through daily activities of baby care and child rearing, of socializing the child and the adolescent, the family becomes the unique agent for inducting each generation into our world of meanings and values, of feelings and aspirations . . . . Frank believes that we must be clear on the goals and purposes of housekeeping and homemaking, of family living.

He believes it is the social significance given the home and family, the reaffirmation of these purposes and of the vital importance of these domestic activities that is needed today.<sup>4</sup>

*Effective teaching is really the best interpreter available. The time is now. Never has home economics in the schools had a greater challenge to meet changing times; never has home economics had a greater challenge to serve families through its unique contribution to the stability and creativity of the home.*

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<sup>4</sup>Lelia Massey. *Families Face Change*, Adult Fellowship Series, Adult Teacher. Nashville, Tenn.: The General Board of Education of the Methodist Church, May, 1957. Pp. 32-48.

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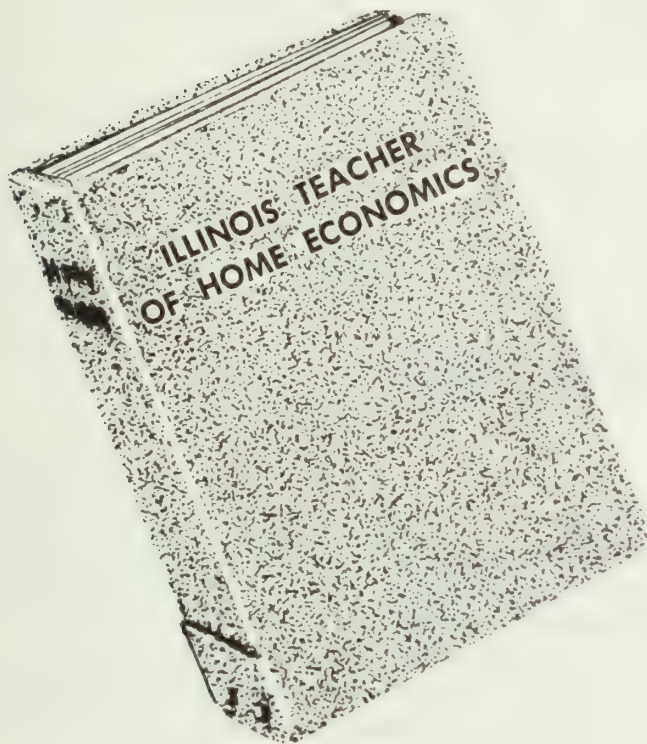
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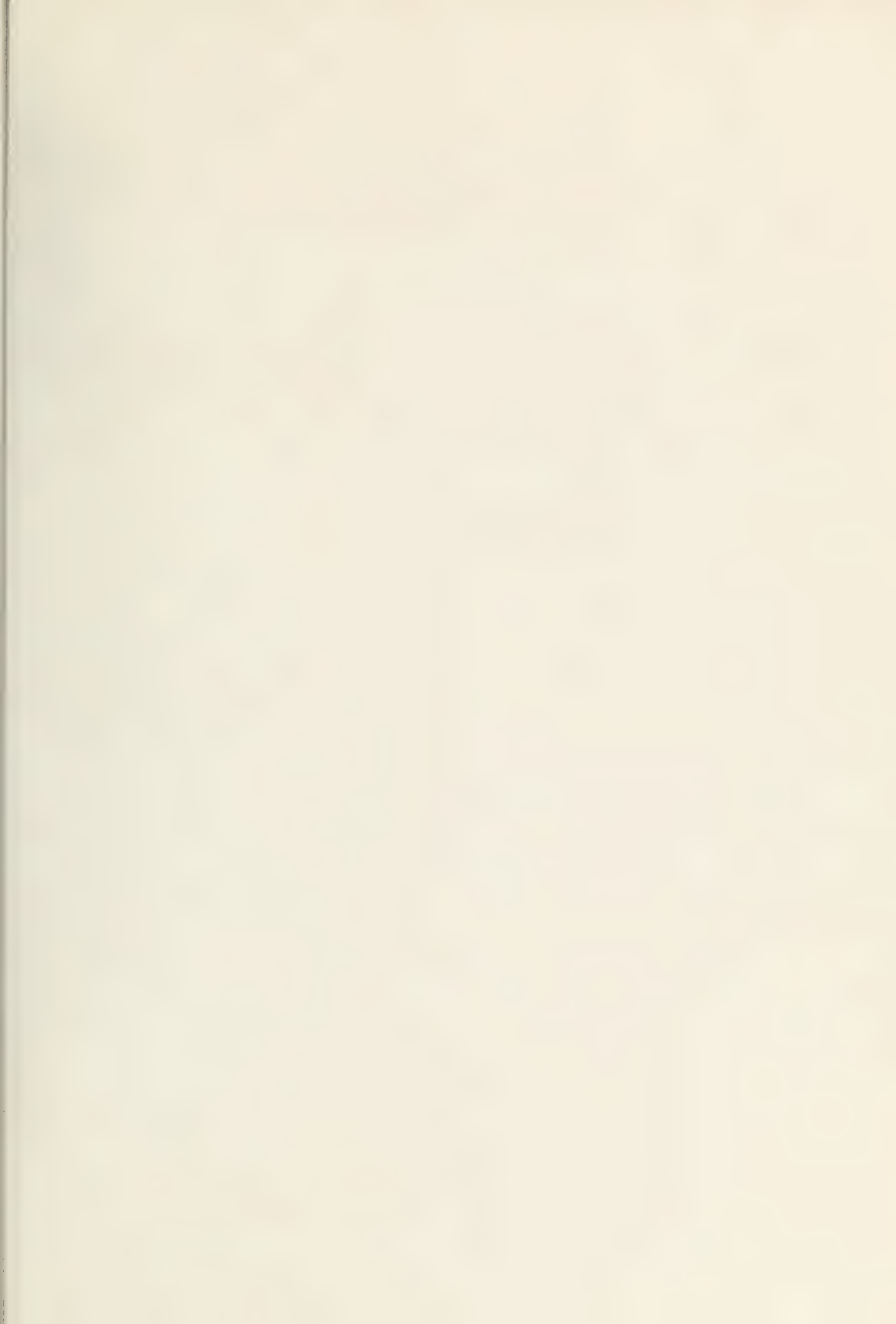
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# ILLINOIS TEACHER OF HOME ECONOMICS

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## DESIGNING FOR CHANGE

"Pre-vocational training should be included within the definition of vocational education."\*

Foreword

High School Exits

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## DEVELOPMENT OF CURRICULUM GUIDES FOR A COORDINATED PROGRAM IN HOME ECONOMICS

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\*From the Report of the President's Advisory Council on Vocational Education

A publication of the Division of Home Economics Education,  
Department of Vocational and Technical Education, College  
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## FOREWORD

The introductory article of this issue of the Illinois Teacher is a blueprint for change in the high school structure. Dean Rupert Evans, not only a prominent educator but a skilled craftsman as well, suggests how he would nail closed two exits from high school and eliminate the steady procession of unqualified and unwelcomed youngsters into the demanding world of work. In his specifications for "An Action Program for Now," he recommends that immediate efforts to provide students with salable skills start at the junior high school level.

A reprint of Elizabeth Simpson's design for an integrated program in home economics is included to provide perspective for change in curricula. One area of this design, a detailed unit plan for "Developing Qualities for Friendships and Employability," is presented especially for readers interested in pre-vocational education.

It is hoped that teachers might be willing to participate in some action research and use the unit plan in their classrooms. An evaluation form is provided. Members of the staff will be most grateful for candid reactions reported whenever the unit is concluded.

--Bessie Hackett  
Editor



## HIGH SCHOOL EXITS\*

*Rupert N. Evans*  
Dean  
College of Education  
University of Illinois  
Urbana, Illinois



Dean Evans, recipient of the AVA Outstanding Service Award, is a member of the President's Advisory Council on Vocational Education.

At the 1967 AVA Convention, Dr. Paul Briggs, Superintendent of Schools in Cleveland gave a brief speech in which he stated that a high school should have only two exits: to higher education and to employment. What would this mean in practice? What would be the rationale and form of such a school?

My analysis of this proposal concentrates on the high school, but it may prove helpful to look for a moment at the sequence from junior high school to junior college.

If Briggs is right, it would seem that:

- A junior high school should have just one exit: to high school.

---

\*Adapted from a speech presented to the Oregon Secondary School Principals Association meeting in Eugene, Oregon, January 4, 1968.



- A high school should have just two exits: to employment and to higher education.
- A junior college should have just two exits: to employment and to higher education.

At present, there are four exits to the high school. One of these is the dropout or pushout door. The other gives the student a diploma but nothing else, for he is unprepared for any activity in contemporary life. Both of these undesirable exits lead to unemployment unless family connections or luck result in a job. Even if the student gets immediate employment, he is likely to be unemployed in the future, unless luck sends an employer who offers a training program.

### The Three High School Curricula

There are three high school curricula at present. The college preparatory curriculum is doing well for those who have the necessary interest, ability, and preparation. It prepares people for different specialties in college, and colleges say high school graduates are well prepared. Usually, even those graduates of the college prep curriculum who *do not* go to college do well in employment because of family connections and high ability. Thus it contributes to maintaining two, rather than four exits.

The vocational education curriculum is spotty. Sometimes it is very, very good. Too often, it is very limited in range because some occupational fields are not prestigious enough to suit the vocational educator, and because the students these expanded programs would serve are not conducive to building the teacher's prestige. Sometimes vocational education is of poor quality. Frequently it is nonexistent. If it is of good quality, it leads to employment or to post-secondary education, and thus maintains the two desirable exits.

The general curriculum has no goals. It takes the uncommitted and the rejects from other curricula and gives them watered-down content in the mistaken belief that its students cannot learn. They *can* learn, but many of them just do not want to learn what school wants to teach them. These students need to be convinced that the school offers something related to the real world outside.

The remaining pupils in the general curriculum are inadequately prepared by home, by earlier schooling, and by the rest of their environment to succeed in learning even the part of the general curriculum. They need remedial help, not lower quality "academics," and the sooner they can get this help the better. But they also need school programs which help to develop the talents they do possess. Often they are weak in verbal and numeric skills but have manipulative, kinesthetic and artistic skills little tapped by the general curriculum.

Really, the only thing which allows the general curriculum to continue is the one word, "general," in its title. Many people assume

that this word means "general education." Instead, "general" means "not specific; not designed for anything." Sometimes I am accused of being against "general education" because I am against the general curriculum. Not at all. I am *for* general education, but *good* "general education" in the high school is offered as part of the college prep curriculum and as part of the vocational education curriculum. The general curriculum should be abolished and replaced by a college prep curriculum which prepares for life as well as for college and by a greatly broadened occupational education complemented by a strong general education program.

Abolishing the general curriculum will go a long way toward abolishing the two high school exits which lead to unemployment. Perhaps you think unemployment does not exist. For Negro females under age 25, the unemployment rate is 30%. This is higher than unemployment rates in the depression. For young Negro males it is 25%. For young whites, it has been twice the national average for the entire labor force throughout the 1960's. Even these figures understate the real amount of unemployment. To be counted as unemployed, you must be looking for work, and many of our youth are so discouraged that they have stopped looking for work. *Almost all of the unemployed come from the general curriculum.*

What can we substitute for the general curriculum?

#### The Four Arguments Against High School Vocational Education

Some would suggest that we have only *one* exit from the school--the college prep exit, though it is sometimes called the general education route. Four principal arguments are used:

- a. Vocational education should be postponed until after high school.
- b. Industry prefers to train its own workers.
- c. *Our* school is too small and poor to offer good vocational education.
- d. The best vocational education is a good general education.

Only the last of these arguments is important.

Consider the argument for postponement. If vocational education is important, we *cannot* postpone it *until* we have the means to give it later to all students who need it and want it. The majority of our students do not attend school beyond high school, and even if they did, post-secondary vocational education is not available in sufficient quantity to accommodate them. Therefore, the argument that we should postpone all vocational education is spurious, at least at the present time.



Now consider the argument about industry preferring to train its own. One kind, but only one kind, of training can be offered better on the job by employers than by schools: that training which is unique to that employer's establishment. In England there essentially is no public school vocational education, but employers tax themselves to set up training. No sooner was the tax passed than employers set up schools for each industry. They did not prefer to conduct training on the job. In this country and abroad, some small employers cannot offer substantial training to their employees, and large employers (with a few notable exceptions) spend most of their training budget for safety training. Large and small, employers do as little training as possible, because their test is always "Will costs of training exceed benefits of training?" Moreover, costs of training are higher for disadvantaged youth, so industry will always prefer to hire classes of people who require less training than other classes of people. What is best for General Motors is *not* necessarily what is best for *all* our citizens.

The present attitude in the Federal Government is that preparation for the world of work is too big a job for any one of society's institutions. Therefore we must find ways of subsidizing employers as well as schools to get more job preparation. Some of the schemes now being proposed are:

- a. Employer tax for training -- give rebates to employers who conduct training.
- b. Insurance program -- if the employee leaves before two years, the Federal Government will reimburse the employer for training costs.
- c. Income tax rebates -- the Federal Government already pays half of the costs of training by employers (all training costs are a legitimate business expense, and the average corporate tax is almost 50%), but the various rebate schemes would go even further.
- d. Then there is my favorite among subsidies: expand part-time cooperative education programs by paying to the school a greater proportion of its costs and subsidizing the employer for part of the added costs of training.

The third argument, that *our* school is too small to offer vocational education, has a simple answer--consolidate. Ninety percent of our students could easily be accommodated in high schools of 2,000 or more students each, and it is a rare case when a high school of less than 2,000 students is really a comprehensive school. For the very isolated student (and we have a few of them in places like Eastern Oregon), the only solution I can find is the large residential comprehensive school.

We must pay more attention to the fourth and most important argument that a good general education is the best vocational education, but let us look at it this way:



## Vocational Education as General Education and General Education as Vocational Education

Some people have tried to build a wall between vocational education and general education. Where such a wall exists, it must be torn down.

I present three general propositions:

- a. Vocational education cannot prosper unless it has a strong general education preceding it and accompanying it.
- b. For the *majority* of students, the practical arts (including vocational education) are the only means of lending intelligibility to more academic subjects.
- c. The vocational education content of general education courses is rarely presented to students.

Let us consider the importance of general education for vocational education. Technology demands more and more sophisticated workers. At the same time, the availability of more sophisticated workers permits the development of more sophisticated technology. This circle demands and provides opportunity for *only* those people who have both an excellent general education and excellent vocational preparation. If the vocational curriculum keeps up with the demands of contemporary society, and it must, vocational education must demand students who are capable of learning what vocational education can teach. This means that vocational students must have an excellent general education.

But many, perhaps most, of our students do not see any real reason for general education. They are pragmatists with short-term goals; they ask "What is the *use* of it all?" Any vocational educator can give you yards of case histories about students who first saw the need for mathematics in a machine shop course, or the need for spelling and grammar in a typing course. But much vocational education comes too late to be of use in motivating general education learnings, and vocational educators do not know enough about how to make it really work.

A second difficulty is that of inadequate preparation for school learning. The slum child comes to school far behind other children in verbal skills, but in first grade math he more than holds his own. Why? Probably because his uneducated parents teach him to count change so he will not get cheated. But *then* he enters ten years of mathematics taught as if it would never be used until graduate school, and he does not plan to go to graduate school. Moreover, he has to be able to read to do his math, and he sees no future in reading. Thus he comes to the later years of public schooling inadequately prepared for any type of education.

A solution to both of these problems seems to lie in an early emphasis on the vocational values in general education. How many academic teachers point out the obvious occupational uses and other real-

life values of their subject matter? Does the elementary school teacher emphasize the need for knowledge in coping with life in a slum? Does the music teacher teach about working conditions for musicians? Does the social studies teacher emphasize how our society would fall apart if it were not for people who work at useful tasks? Does the mathematics teacher stress the usefulness as well as the beauty of the concepts he teaches? In the rare instances where this *is* done, it works wonders.

Most philosophers of education tend to downgrade this sort of thing. They prefer the interpretive, rather than the applicative uses of education. Moreover, they are prone to assume that vocational education is entirely application. At their best, the practical arts provide interpretive meaning for the world of materials, processes, products, and services which is truly a part of general education. The person who does not know the inner meanings of this broad world cannot be considered educated.

What I am saying is that vocational education is absolutely dependent upon general education, and that for at least half of our students (the half who fail to see general education as being intrinsically interesting), general education is dependent on vocational education. They must never be separated, for separation damages both.

### An Action Program for Now

The general curriculum will not die; it will have to be killed, and the best way to kill it is to provide a better program. The most likely candidates are greatly broadened and expanded college prep and vocational education curricula. It will take time for these curricula to be improved enough to fill the vacuum. As we proceed with the broadening and expanding, let us institute long-range programs of early childhood education and improved elementary education, but let us also take some immediate actions in the junior and senior high school. Let us institute a program which will give each student a salable skill: in typing, driving, quantitative analysis, report writing, translating, machine operation, or any of a thousand more. Second, let us make sure that the skill is *really* salable by checking with employers. We have too many people who have taken four years of Spanish but cannot even ask directions in Mexico City. Third, let us set up placement offices in every high school, not just as a service to our students, but as the best means of feedback as to our successes and failures for those students who do not go to college. These should be at least equal to the college entry placement offices which are present in every high school. Fourth, let us establish remedial programs tied closely to both vocational and general education. Fifth and last, let us move heaven and earth to close the two undesirable exits from high school--the exits that lead to unemployment, frustration and hatred.



## DEVELOPMENT OF CURRICULUM GUIDES FOR A COORDINATED PROGRAM OF HOME ECONOMICS

### DESCRIPTION OF THE CURRICULUM PROJECT

The Research Coordinating Unit of the Illinois Division of Vocational and Technical Education has funded an extensive curriculum development project in home economics education. Directed by Elizabeth Simpson, this undertaking is currently in progress at the University of Illinois. The purpose of the project is to construct detailed curriculum guides to implement development of a new coordinated model for home economics education at the secondary level.



Staff members meet regularly to evaluate progress,  
to confer with consultants, and to plan assignments.

#### Project Staff

The development of curriculum materials is being accomplished by teams concentrating on various aspects of the proposed program. Each team consists of a coordinator and research assistants who work closely together. Members of the project staff have included:

Dr. Elizabeth Simpson, Principal Investigator and Director  
Dr. Mary E. Mather, Coordinator



Dr. Hazel Spitze, Coordinator  
 Dr. Emma Whiteford, Coordinator  
 Dr. Amy Jean Knorr, Coordinator  
 Mrs. Bessie Hackett, Coordinator  
 Mrs. Norma Bobbitt, Assistant  
 Mrs. Winifred Davis, Assistant  
 Mrs. Mildred Griggs, Associate  
 Miss May Huang, Assistant  
 Miss Alice Kauffman, Assistant  
 Miss Linda Lucht, Assistant  
 Mrs. Ann Stice, Assistant

## The Model

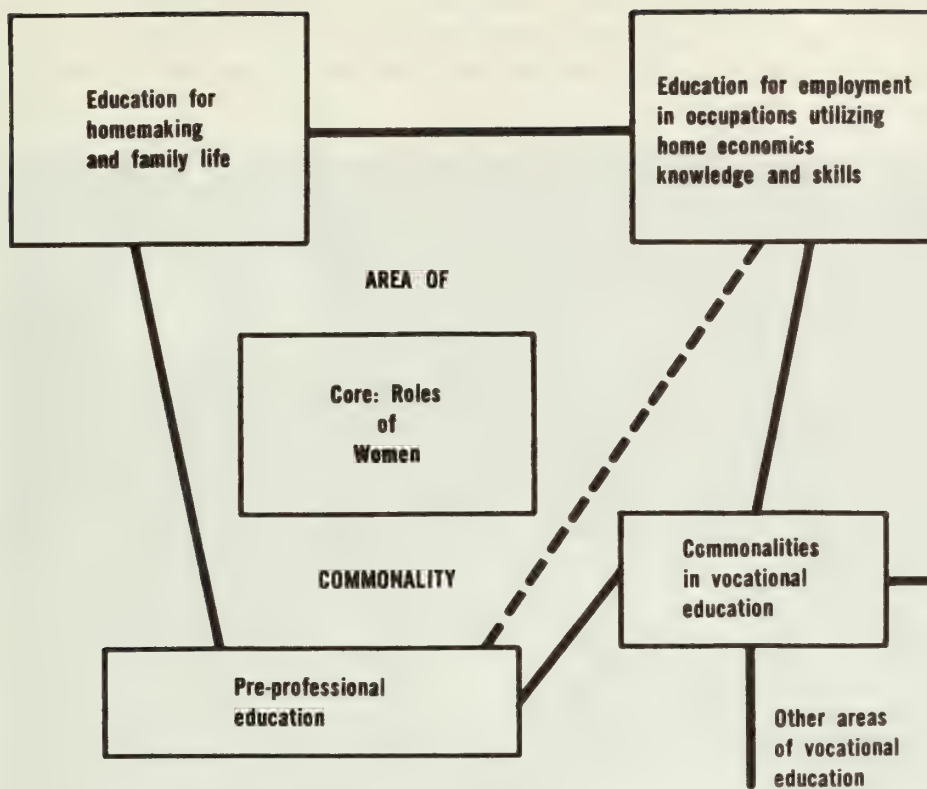
The creation of a new theoretical model for home economics programs has resulted from a need for synthesizing and coordinating the broadened areas of responsibility in the field. As conceived by Dr. Simpson,<sup>1</sup> the integrated model consists of three major aspects: (1) education for homemaking and family life, (2) education for employment utilizing home economics knowledge and skills, and (3) pre-professional education. These three aspects are united by an area of commonality with a central core of "roles of women." Connections also exist among aspects of home economics and other fields of vocational education. They serve to extend areas of commonality beyond traditional subject matter boundaries. A reprint of a diagram of this model is presented to enable readers to visualize the concept and to understand the organization of curriculum content.

## Bases for Decisions

The establishment of bases for decisions is essential for concerted effort in curriculum development. Therefore, a fundamental step in proceeding with the curriculum project was to examine various bases and to determine those which seemed relevant. Primary considerations in reaching decisions in this project were social conditions--family life in America, roles of family members in our culture, social institutions as they affect family members. Other bases which seemed important to explore at length were the structure of home economics as a field of study, research findings in relation to adolescent characteristics and needs, and learning theories as they apply to curriculum construction. All approaches to the task pointed to the need for increased emphasis on relationships, management, and the development of occupational competence.

---

<sup>1</sup>E. Simpson. Projections in home economics education, *American Vocational Journal*, November, 1965.



Model for Proposed Curriculum in Home Economics<sup>2</sup>

### SCOPE AND SEQUENCE

Home economics today is a complex and broad field of study, a loose composite of knowledges derived from a variety of disciplines. Because of the wide range of possible choices of subject matter, priorities need to be considered in choosing content which is most significant for today's patterns of living. In the current project, every effort was made to select content pertinent to the roles which women will actually assume. As certain homemaking skills become less important, there is less need to emphasize them in a homemaking program. Garment construction is considered here to be one of the less essential skills. Management, on the other hand, has increased in importance as women's roles have expanded. An initial step in this project was the evaluation of numerous topics that have been a part of traditional programs. In addition, there was an examination of other areas of study, facets of women's roles relatively new to the home economics curriculum. Final decisions represented an attempt at rational selection of content for a balanced program in home economics to provide for both depth and breadth.

Once selected, it was necessary to organize the content into a meaningful sequence. Members of the project staff considered many

<sup>2</sup>E. Simpson. Projections in home economics education. *American Vocational Journal*, November, 1965. Reprinted by permission of AVA.

factors in order to provide for a logical and psychological order of presentation. They arranged and rearranged topics, examining both vertical and horizontal progression, before deciding on a final plan.



Elizabeth Simpson (left) examines scope and sequence charts with Alice Kauffman and Norma Bobbitt.

Because of the thought given to arranging the sequence, teachers are encouraged to follow the general outline of units for a given year if they wish to try out the curriculum guides. It is recognized, however, that local situations must be considered; it may be necessary to make adaptations. The proposed curriculum is designed to be accommodative and to allow for individual circumstances. Grades 7, 9, and 11 are considered *basic* courses incorporating major areas important for homemaking today with some pre-employment emphasis. Grades 8, 10, and 12 provide for enrichment. They include more activity in the sense of "doing and making." They could be eliminated without creating gaps in subject matter. It should be noted that grade 11 is a foundation course for grade 12. If there is a choice, grade 11 is preferred.

Curriculum guides for the early years contain certain basic content, yet total emphasis is not given their applicability to either homemaking or employment situations. Much emphasis at this level is given personal development of the girl in her various roles. A major objective is development of self-understanding and acceptance and ability to cope effectively with the various facets and responsibilities of her feminine roles. Included at this level are units on pre-vocational preparation with emphasis on developing traits that make for



employability, learning about home economics related occupations, and looking ahead to the dual-role of homemaker and wage-earner. Curriculum guides for the last two years of the senior high school emphasize either homemaking and family living or occupational preparation. Learnings common to the homemaking role and the occupational role are identified with the student, with the expectation that greater transfer of learning may result from such identification and application. Emphasis on the dual role is continued at this level.

Whereas emphasis is given the education of girls in the early years, both boys and girls are to be served by the program at junior and senior high school levels. Boys will be prepared for their roles as family members and homemakers and for employment in service occupations in such fields as child care and food services.

Of the three aspects presented in the scope and sequence outlines, the employment and pre-professional areas are the least structured. This is consistent with the fact that their organization is more dependent upon local school situations.

The charts on the following pages outline the scope and sequence of major areas of content for junior and senior high school programs. They are presented here in a revised and, it is hoped, easier-to-read version of a previous publication.<sup>3</sup>

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<sup>3</sup>E. Simpson. Scope and sequence chart. *Illinois Teacher of Home Economics*, 9 (5), 231-233.

## Scope and Sequence Chart: Home Economics

Grade	Units of Study		
7th	I. <i>Understanding Personal Development</i> Physical Emotional Social	II. <i>Personal Attractiveness</i> Personal hygiene Grooming Manners	III. <i>Developing Qualities for Employability</i> Friendships
8th	I. <i>Understanding Personal Development</i> Concept of "femininity" Feminine responsibilities	II. <i>Understanding Others</i> Friends of same sex Boys Parents and other adults Older persons	III. <i>Occupations Related to Home Economics</i> Requiring varying levels of preparation
9th	<i>Understanding Self</i> Present roles Basic human needs (self)	<i>Understanding Others--Family and Friends</i> Basic needs (others) Communication, verbal and nonverbal	<i>Personal Standards of Conduct</i> Value bases
10th	I. <i>Looking Forward to Marriage and/or a Job or Career</i> Orientation to multiple roles	II. <i>Becoming a Mature Woman</i> Concept of "maturity" Evaluation of own maturity Sensitivity to others' needs Improving communication skills	III. <i>Understanding and Caring for Children</i> (Self-understanding through understanding children)
11th <i>Education for Home-making and Family Life Students. 11th and 12th graders looking toward marriage. Basic course--for boys and girls (team teaching by man and woman teachers)</i>	I. <i>Meaning of Home and Family</i>  <i>Family Roles</i>	II. <i>Family as a Social Institution</i> Relationship to other social institutions Cultural influences on family life	III. <i>Responsibilities of the Family</i> To its members To society
12th <i>Students. 12th graders who have had basic course. May be elected after basic course</i>	I. <i>Family Financial Management</i>	II. <i>Housing the Family and Furnishing the Home</i>	III. <i>Providing for Family Food Needs</i>

## ogram Based on Proposed Curriculum Schema

## Units of Study

. <i>Nutrition and Food Selection</i>	V. <i>Helping Keep Surroundings Attractive, Safe, Sanitary</i>	VI. <i>Managing Personal Resources</i> Time, energy, money, ability	VII. <i>Helping Care for Children</i> Guiding children's play
. <i>Selecting and Caring for Personal Clothing</i>	V. <i>Use of Personal Leisure</i> (Analysis of TV programs, movies)	VI. <i>Communication in Social Situations</i> As hostess, guest, entertaining at home	
. <i>Becoming an Attractive Woman</i> Grooming (new aspects) Clothing selection (art aspects)	V. <i>Consumer Buying of Clothing</i> Wardrobe planning Quality features (not covered, grade 8) Ethical shopping practices	VI. <i>Personal Nutrition</i> Problems in nutrition Preparing a quick, nutritious meal	VII. <i>Use of Personal Leisure</i> Concepts of leisure Values related to use of leisure
. <i>Planning and Preparing Simple Meals</i> Principles of cookery (basics only)	V. (may be omitted) <i>Personal Clothing</i> Minimum essentials of construction		
. <i>Developmental Stages of Family Life</i>	V. <i>Beginning a New Family</i> Husband-wife relationship	VI. <i>Managing a Home</i>	VII. <i>Becoming a Parent</i>
. <i>Providing for Family Clothing Needs</i>	V. <i>Meeting Needs of Sick and Aging in the Family</i>	VI. <i>Continuing Education in Family Life</i>	



## Home Economics Program: Specialized Aspects

Grade	Areas of Study
<p>11th</p> <p>12th</p> <p><i>Education for Employment Students.</i> Those for whom high school is terminal and those preparing for further vocational education in vocational-technical school or other specialized training program</p>	<p><i>Preparation for Employment</i></p> <p>(Commonalities in Vocational Education)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>Cooperative work experience-study program to prepare for employment in occupations requiring home economics knowledges and skills</p> <p style="text-align: center;">and/or</p> <p>Classroom program to develop knowledges and skills for employment in one or more areas or a combination of these</p> </div> <div style="width: 30%; border-left: 1px solid black; padding-left: 10px;"> <p>Group and individual conferences on problems related to job and to management of personal resources.</p> <p>Special units on:</p> <ol style="list-style-type: none"> <li>1. Living away from home Living arrangements Finding a place to live Relationships at work and away from the job</li> <li>2. Continued development for employability</li> </ol> </div> </div>
<p>11th or 12th</p> <p><i>Pre-professional Education Students.</i> College-bound, particularly those interested in home economics professions</p>	<p><i>Professions Related to Home Economics</i></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p><i>Meaning of</i> Profession Professional person Professional commitment</p> </div> <div style="width: 30%; border-left: 1px solid black; padding-left: 10px;"> <p><i>Independent studies in depth</i></p> <p>Problem related to some phase of home economics</p> </div> </div>

## TOPICAL OUTLINES OF UNITS, GRADE 7

Members of the curriculum project staff developed content outlines for grades 7 through 12 before constructing detailed unit plans. The outlines were submitted to consultants for examination and were revised according to their recommendations. Content outlines for the employment aspect of the curriculum guide were reviewed by Mrs. Alice Cox, coordinator of a food service work-experience program; Mr. Kenneth Moen, a restaurant manager; Mr. Allan Newman, personnel manager of a department store; and Mr. Duane Patton, director of a local program in cooperative vocational education. In addition, curriculum materials were submitted to Dr. Stewart Jones, chairman of the Department of Educational Psychology, University of Illinois, for evaluation.



Duane Patton, one of the consultants, reviews topical outlines with Bessie Hackett

As has been stated previously, grade 7 is one of the three foundation courses in the proposed program. Material from the seventh grade outlines may be drawn upon to supplement learnings in grade 9 if no home economics program is offered at the junior high school level. In such a case, teachers might wish to conduct a pretest to determine needs of a particular group.

The following topical outlines for grade 7 list units in sequence. It is hoped that teachers using these outlines will write their reactions on the evaluation form included later in this issue.

## Home Economics Grade 7 Unit Outlines

*Unit I. Understanding Personal Development*I. Physical development<sup>1</sup>

- A. Physical development during adolescence.
- B. Individual differences in physical development.
- C. Personal hygiene with emphasis on feminine aspects.
- D. Influence of physical development on social and emotional development.

II. Emotional and social development<sup>2</sup>

- A. Emotional and social development during adolescence.
- B. Meeting the emotional need for acceptance and affection.
- C. Adjusting to new school situations.

*Unit II. Personal Attractiveness<sup>3</sup>*

## I. Value considerations with respect to cleanliness, grooming and manners.

- A. Consideration of others.
- B. Expression of self.
- C. Impressions on others.
- D. Reactions to others' perceived impressions.

## II. Personal cleanliness and grooming

- A. Body.
- B. Hands and nails.
- C. Hair care and styling.
- D. Teeth.
- E. Face, nose, eyes, and ears.
- F. Feet.

## III. Care of personal belongings such as clothing and grooming aids.

- A. Cleanliness.

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<sup>1</sup> <sup>2</sup>Coordinate with related studies in health and general science.

<sup>3</sup>Coordinate with related study in health.



B. Neatness.

C. Storage.

#### IV. Health consideration

A. Diet. (See Unit IV, Nutrition and Food Selection.)

B. Elimination of body wastes.

C. Exercise and posture.

D. Sleep.

E. Menstrual hygiene. (See Unit I, Understanding Personal Development.)

#### V. Manners.

A. Importance of manners.

1. Consideration of others.
2. Expression of personal values.
3. Impression on others.
4. Reactions to others' perceived impressions.

B. Mealtime manners.

1. Promptness.
2. Seating at table.
3. Eating
4. Leaving the table.

C. Telephone manners.

1. Making a call.
2. Answering a call.
3. Timing for calls.

D. Relationships with family members.

1. Attitudes regarding privacy of others.
2. Use of common areas and belongings.
3. Conversation courtesies.

E. School manners.

1. Attitudes toward school regulations and use of school property.
2. Relations with school personnel.
3. Relations with peers.
4. Behavior at special school functions.

F. Manners in public.

1. Eating out.
2. Shopping.
3. Transportation.
4. Movies and other entertainment.
5. Church.

- G. Manners for social occasions.
  - 1. Party with peers.
  - 2. Party with other family members.
  - 3. Informal get-togethers.
- H. Expression of thoughtfulness and affection.
  - 1. Expressing verbally and nonverbally.
  - 2. Sending notes and cards.
  - 3. Giving and receiving gifts.
  - 4. Giving services to others.

*Unit III. Developing Qualities for Friendships and Employability*

- I. Developing self-knowledge related to qualities for friendships and employability.
  - A. Sources of personal information and guidance.
    - 1. Teachers, counselors, and others.
    - 2. Records of attendance, grades, behavior.
    - 3. Tests of achievement, intelligence, abilities, interests, personality.
    - 4. Intuition.
  - B. Sources of occupational information and guidance.
    - 1. Counselors, employers, workers, and others.
    - 2. Advertisements, pamphlets, books.
    - 3. Public and private employment agencies, placement offices.
  - C. Personal qualities related to friendships and employability.
    - 1. Physical qualities which affect friendships and employability.
      - a. Health status.
      - b. Strength, energy, stamina.
      - c. Age.
      - d. Height and weight.
      - e. Posture.
      - f. Voice and speech.
      - g. Appearance, grooming.
      - h. Physical handicaps.
    - 2. Psychological resources for friendships and employability.
      - a. Mental health.
        - (1) Self-confidence.
        - (2) Optimism.
        - (3) Freedom from fears, tensions, anxieties.
        - (4) Freedom from jealousies, resentments.

- b. Intelligence.
    - (1) General intelligence.
    - (2) Mechanical ability.
    - (3) Ability to follow directions.
  - c. Emotional maturity.
    - (1) Self-discipline.
    - (2) Judgment.
    - (3) Initiative.
    - (4) Acceptance of criticism.
    - (5) Dependability.
    - (6) Responsibility.
  - d. Attitudes toward people, things, school, work.
    - (1) Respect.
    - (2) Enthusiasm.
    - (3) Sense of humor.
    - (4) Others.
  - e. Character traits.
    - (1) Honesty.
    - (2) Integrity.
    - (3) Fairness.
    - (4) Trustworthiness.
3. Social capabilities which influence friendships and employability.
- a. Ability to communicate.
  - b. Enjoyment of people.
  - c. Leadership.
  - d. Consideration for others.
    - (1) Empathy.
    - (2) Courtesy.
    - (3) Tact.
    - (4) Loyalty.
    - (5) Tolerance.
    - (6) Acceptance of differences.
    - (7) Manners.
    - (8) Patience.
    - (9) Generosity.
4. Habits which influence friendships and employability.
- a. Neatness and cleanliness.
  - b. Mannerisms.
  - c. Use of time, punctuality.
  - d. Management of money and energy.
5. Interests and preferences which contribute to friendships and employability.
- a. Reading.
  - b. Recreation.
  - c. Groups, clubs, activities.



6. Special skills and abilities which contribute to friendships and employability.
    - a. Sports.
    - b. Art.
    - c. Music.
    - d. Drama.
    - e. Dancing.
    - f. Cooking.
    - g. Sewing.
    - h. Woodworking.
    - i. Others.
    - j. Relation of interests and abilities.
  7. Experiences and opportunities for developing qualities for being a friend and an employee.
    - a. Education and training.
    - b. Activities at school, home, and in groups.
    - c. Travel.
    - d. Wage earning experiences.
    - e. Acquaintances with variety of people.
    - f. Financial resources.
  8. Personal values that relate to employability and the development of friendships.
    - a. Ethical principles.
    - b. Outlook on life, purposes, and goals.
    - c. Expectations for home and occupational life.
    - d. Concept of success.
- II. Making a self-assessment in relation to being a friend and obtaining employment.
- A. Assessment of qualifications.
    1. Assets, strengths.
    2. Weaknesses, handicaps, deficiencies.
  - B. Acceptance of strengths and limitations.
  - C. Exploring occupational preferences.
    1. Identifying areas of interest.
    2. Analyzing qualifications.
    3. Making tentative decisions.
    4. Planning for decision making.
- III. Using self-understanding to develop qualities for keeping friends and holding a job.
- A. Overcoming deficiencies.
  - B. Changing habits.
  - C. Developing new strengths.
  - D. Expanding interests.

- E. Acquiring new experiences.
- F. Improving social relationships.
- G. Changing attitudes.
- H. Pursuing education and training.

*Unit IV. Nutrition and Food Selection*

I. Food for adequate nutrition.

A. Basic Four Daily Food Guide.

- 1. Milk Group.
- 2. Meat Group.
- 3. Vegetable-Fruit Group.
- 4. Bread-Cereal Group.

B. Food for health and appearance.

- 1. For building and maintaining body tissue.
- 2. For regulating body processes.
- 3. For energy.
  - a. Calories.
  - b. Weight Control.
    - (1) Gaining weight.
    - (2) Losing weight.
    - (3) Maintaining weight.

II. Planning nutritious meals and snacks to appeal to people.

A. Using the Basic Four Daily Food Guide to judge nutritional adequacy.

B. Using customary food patterns of families as a base for planning meals and snacks.

- 1. Factors affecting customary meal patterns of families.
- 2. Variations in customary meal patterns that are nutritionally adequate.

C. Capitalizing on sensory appeal of food.

- 1. Color.
- 2. Flavor.
- 3. Form.
- 4. Temperature.
- 5. Texture.

D. Accommodating characteristics of people.

- 1. Interest in food.
- 2. Habits of eating.
- 3. Family practices.
- 4. Cultural differences.
- 5. Special needs.

### III. Mealtime sociability.

#### A. Customs for eating.

1. At home.
2. Away from home.
  - a. In restaurants.
  - b. At drive-ins.
  - c. In cafeterias.

#### B. Customs for serving food.

1. Guides for table setting.
2. Guides for meal service.

#### C. Food as a socializer.

1. With the family.
2. With friends.
3. For special occasions.

### IV. Management in food preparation.

#### A. Work habits.

1. Use of utensils and small equipment.
  - a. Choice of suitable tool for the job.
  - b. Location of tools.
  - c. Techniques for using specific tools.
2. Safety practices.
  - a. In operating non-electrical equipment.
  - b. In operating electrical equipment.
  - c. In handling hot utensils and food.
  - d. In using sharp and pointed tools.
  - e. In using flammable materials.
3. Sanitary practices.
  - a. In personal cleanliness.
  - b. In food handling.
  - c. In dish washing.
  - d. In cleanliness of work area.
  - e. In storage of food.
  - f. In disposal of refuse.

### V. Principles of preparation of foods for quick meals and snacks.

- A. Soups.
- B. Sandwiches.
- C. Simple casseroles with cheese, egg, or meat.
- D. Fruit.
- E. Drinks, milk and/or vitamin C enriched.



*Unit V. Helping Keep Surroundings Attractive, Safe, and Sanitary*

I. Centers of interest.

- A. Reasons for having centers of interest.
- B. Use of available materials, such as weeds, feathers, flowers, leaves, branches, in arranging centers of interest.
- C. Application of art principles in arranging centers of interest.
  - 1. Harmony, unity.
  - 2. Balance.
  - 3. Proportion.
  - 4. Emphasis.
  - 5. Rhythm.
- D. Decorations for the holidays and other festive occasions.

II. Home safety.<sup>4</sup>

- A. Maintaining floors and floor coverings in safe condition.
- B. Operating electrical equipment in accord with recommended procedures.
- C. Keeping traffic lanes open for safety.
- D. Storing medicines, cleaning supplies, and cosmetics out of reach of children.

III. Home sanitation.<sup>5</sup>

- A. Keeping home surroundings clean.
  - 1. Cleaning floors and rugs.
  - 2. Cleaning furniture.
  - 3. Cleaning bathing facilities.
  - 4. Cleaning the kitchen--sink, range, work area, refrigerator.
- B. Fostering habits for sanitary use of shared facilities and household linens.
- C. Disposing of household wastes.

IV. Cooperation in keeping surroundings attractive, safe, and sanitary.

- A. Sharing in use and care of
  - 1. Bathing facilities.
  - 2. Food preparation area.
  - 3. Eating area.
  - 4. Living area.
  - 5. Sleeping area.
  - 6. Recreation area.

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<sup>4</sup> <sup>5</sup>Coordinate with studies in health.

- V. Beauty, safety, and sanitation as values involved in home surroundings.

*Unit VI. Managing Personal Resources*

- I. Meaning of personal resources.
  - A. Human.
  - B. Material.
- II. Meaning and purpose of management.
- III. Choice-making as part of management.
  - A. Factors which influence choices.
  - B. Steps in choice-making.
- IV. Management of time and energy for study, play and family activities.<sup>6</sup>
  - A. Importance of managing time and energy.
  - B. Time for study, play, home responsibilities, and family activities.
    - 1. Analysis of time and energy requirements for routine activities.
    - 2. Analysis of time and energy requirements for study.
    - 3. Analysis of time and energy requirements for play and family activities.
    - 4. Development and use of time plans.
  - C. Balance in use of mental and physical energy.
    - 1. Types of fatigue.
    - 2. Influence of attitudes on fatigue.
- V. Management of personal funds.
  - A. Influences on buying practices.
    - 1. Personal needs, wants, values and goals.
    - 2. Emotions and status symbols.
    - 3. Advertising and consumer information.
    - 4. Availability of funds.
  - B. Factors influencing price.
    - 1. Quality of product.
    - 2. Availability of product.
    - 3. Type of store.
    - 4. Method of payment.

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<sup>6</sup>Coordinate with personal hygiene studies.

C. Record keeping in the management of funds.

1. As a basis for planning.
2. As a means of evaluation.

VI. Use of other resources to reach goals.

A. Human.

1. Personal capabilities: knowledge, skills, talents.
2. Capabilities of other people.

B. Material.

1. Goods and property.
2. Community facilities.
3. Natural resources.

*Unit VII. Helping Care for Children*

I. The child as an unique individual.

A. Ways in which children develop.

1. Physically.
2. Emotionally.
3. Mentally.
4. Socially.

B. Individual differences in developmental processes.

1. Rate.
2. Evenness or unevenness.

C. Influence of developmental processes and environmental conditions on child's behavior.

II. Providing for the safety of the child.

A. Differences in safety problems of different stages of development.

B. Safety considerations related to play area and play materials.

C. Safety considerations related to sleeping, eating, bathing, and toileting.

III. Providing for the physical needs of the child.

A. Needs to be met (sleeping, resting, eating, clothing, and toileting).

B. Differences due to age, sex, health of children.

C. Interpreting and following directions when caring for children.

IV. Meeting the emotional needs of the child.

A. Needs to be met (affection and security).

B. Differences due to age, temperament, health, or special experiences of children.

C. Ways of meeting varying emotional needs.



- V. Providing for play in the life of the child.
  - A. The place of play in the child's life.
  - B. Selection of play materials based on level of development and maturity.
    - 1. Opportunity for participation and learning.
    - 2. Suitable size, material, and operation requirements.
  - C. Other factors in selecting toys and play materials.
    - 1. Safety.
    - 2. Cost.
    - 3. Durability.
    - 4. Portability.
    - 5. Storability.
    - 6. Care.
  - D. Choice and guidance of outdoor and indoor games.
    - 1. Participation in games as a means of personality development.
    - 2. Selection to meet developmental needs.
    - 3. Guidance consistent with meeting developmental needs.
  - E. Choice and use of stories, verses, songs.
    - 1. Opportunities for learning from stories, verses, songs.
    - 2. Selection for different children.
    - 3. Determination of how and when to use.
- VI. Providing guidance which aids in a child's development.
  - A. Positive versus negative approach.
    - 1. Initiation of activities.
    - 2. Diversionary tactics.
    - 3. Prevention rather than cure.
  - B. Empathic approach.
    - 1. Answering child's questions.
    - 2. Handling misbehavior.
    - 3. Reflecting child's feelings.
  - C. Expecting behavior appropriate to each child's level of development.
    - 1. Physical.
    - 2. Emotional.
    - 3. Mental.
    - 4. Social.
- VII. The roles of family members in the child's development.
  - A. Providing male and female models.
  - B. Fulfilling needs in absence of brother, sister, mother, or father.

## Developing Qualities for Friendships and Employability

## Segments of the Plan

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## Introduction

Educators have expressed concern because occupational education is not offered early enough to reach those students who need it most. It has been suggested that a realistic concept of work, emphasizing the need for continued development of salable traits and skills, be introduced early in the elementary school and built upon throughout the grades. Recently the President's Advisory Council on Vocational Education recommended that the concept of vocational education be broadened: "Pre-vocational training should be included within the definition of vocational education."<sup>4</sup> In line with this thinking, vocational educators throughout the country are designing curricula geared to the needs of youngsters in early adolescence.

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<sup>4</sup>United States Department of Health, Education and Welfare, Office of Education. Vocational education, the bridge between man and his work. Publication 1. *Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education*. Washington, D.C.: USGPO, 1968. P. 81.

The pre-vocational unit developed for grade 7 was selected for publication to aid home economics teachers who are in the process of adopting new employment-related areas for study at the junior high level. The unit attempts to help students in improving their skills in human relations and in cultivating their employment potential.

This seventh grade unit was field-tested at Franklin Junior High School in Champaign, Illinois by Mrs. Connie Sasse. It was discovered that certain learning experiences were inappropriate and that other changes should be made. As a result of this trial, there was an extensive revision of the original unit plan. The unit also was evaluated by Mrs. Mildred Griggs and Mrs. Gail Heidari, junior high school home economics teachers.

Readers will observe that elements of the unit plan have been classified according to categories in the taxonomies of educational objectives.<sup>5</sup> One purpose of classifying is to facilitate communication, to enable teachers to identify specific levels of learning. It also stimulates thought in curriculum planning and encourages the selection of a sequence of experiences which are consistent with stated objectives. Classifying tends to promote teaching toward higher levels of behavior and provides a check on changes which take place in students. Some difficulty in assigning objectives, learning experiences, and test items to appropriate categories was encountered by project workers. There were differences in interpretation. It is anticipated that readers will find some inconsistencies and that they will disagree in certain instances with the categorizations. It is hoped that they will note their opinions on the evaluation form provided.

The unit is structured so that teachers may perceive relationships among the five aspects: objectives, content, learning experiences, teaching aids, and means of evaluation. Objectives, as stated, specify two dimensions: content and level of behavior. Content, expressed in terms of conceptual statements or generalizations, is to be "discovered" or "arrived at" by students as they participate in learning. The learning experiences are designed to lead to student-drawn generalizations and are stated in terms of student actions. They are arranged in sequence so that learning will proceed from lower to higher levels of behavior. Teachers will need to supply specifics that will enable students to generalize. Although teachers might prefer not to use all of the experiences in their teaching, it is suggested that the general order be maintained. Additional experiences could be introduced at various points to enhance the progression of learning. A list of teaching aids appropriate for the various topics is included in each section.

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<sup>5</sup>B. Bloom, M. D. Engelhart, E. Furst, W. H. Hill, & D. Krathwohl. *Taxonomy of Educational Objectives, Handbook I, Cognitive Domain*. New York: David McKay, 1956.

D. Krathwohl, B. Bloom, & B. B. Masia. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay, 1964.

E. Simpson. The classification of educational objectives. *Illinois Teacher of Home Economics*, 1966-67, 10 (4), 110-144.



Resources are also compiled in appendices and reference lists at the end of the unit plan. Time limitations prevented previewing all of the films. It is hoped that teachers will keep this in mind when they make selections. Means of evaluation for each set of objectives are included to enable teachers to have a cumulative check of progress. To aid in test construction, objective items are included at the end of the unit.

### Study of Qualities Contributing to Employability

During the initial trial of the unit plan in Mrs. Sasse's classroom, role playing was used as a technique for developing insight into relationships between personal characteristics and employability. Students are shown portraying problem situations in which employees lack desired traits.



**ACCEPTING CRITICISM:** The boss criticizes a typist for being too fast and inaccurate. (Mrs. Connie Sasse watches her students act out the problem situation.)

## Role Playing the Absence of Desired Traits



**HONESTY:** The manager of a store finds a \$20.00 bill in the locker of an employee after discovering the sum missing from the cash register.



**PROMPTNESS:** An employee is consistently late until one day her boss, watch in hand, meets her at the door.

## Overview

The purpose of this unit is to help students grow in awareness of their resources for developing qualities that contribute to healthy inter-personal relationships and to employability. The material may be used in part, or it may be adapted for use at the high school level in work-orientation units. It may supplement the Grade 10 unit: "Looking Forward to Marriage and/or a Job or Career."

## Major Objectives

*Comprehends* that self-knowledge and self-acceptance are necessary to healthy inter-personal relationships with friends and employers.

*Comprehends* that many personal qualities which contribute to healthy friendships also contribute to employability.

*Comprehends* what makes a tentative vocational decision a sound one.

*Is able to use* information from self-assessment and about vocations in making sound vocational choices.

*Believes* in using principles for change in making plans for self-improvement.

*Believes* in making continuous educational and vocational plans.

## Major Generalizations

When a person has an accurate picture of himself and accepts himself, he has a sound basis for becoming a friend and for making himself employable.

Many qualities which make a person a valued friend also tend to make him employable: physical qualities, psychological resources, social capabilities, habits, interests and special skills, personal values.

Occupations differ in the qualifications they require for successful performance.

There are socially valuable jobs for a wide range of personal capabilities.

A sound vocational choice is one in which personal capabilities are consistent with job requirements and opportunities.

Insight into personal capabilities can be secured through: observations by teachers, counselors and others; records of attendance, grades, performance; tests of achievement, intelligence, abilities, interests, and personality; self-analysis.



Occupational information is available from counselors, employers, workers, others; advertisements; public and private employment agencies; placement offices; and printed materials.

When plans for self-improvement are consistent with principles for initiating change, the chances of accomplishing the improvement are enhanced.

Continuous educational and vocational plans enable a person to take advantage of educational and other opportunities for increasing employability.

## OBJECTIVES

1. *Recognizes* that knowing oneself can provide a basis for becoming a friend and an employable person. (C-1.31 Knowledge of Generalizations)
2. *Is aware* that some personal characteristics are important for both friendship and employability. (A-1.1 Awareness)
3. *Wants* to get an accurate view of own qualities and characteristics. (A-1.2 Willingness to Receive)

## CONTENT

When a person has an accurate picture of himself, he has a basis for becoming a friend.

When a person has an accurate picture of himself, he has a basis for making himself employable.

Some personal characteristics which make a person a valued friend also tend to make him an employable person.

## TEACHING AIDS

Teacher made or collected case examples:

- Teenagers who have inaccurate views of themselves and have trouble making and keeping friends
- Individuals who lose jobs and cannot understand why.

## LEARNING EXPERIENCES

(This series of learning experiences serves only to introduce students to the purpose of the unit and to a few of the basic ideas in it. The total unit is designed to develop depth understanding of these ideas.)

1. Examine case examples of teenagers who do not have accurate views of themselves and who cannot understand why others do not remain friendly with them. (A-1.1)
2. Explain what each teenager described needs to learn about himself in order to become a friend. (C-1.31)
3. Examine case examples of individuals who lose jobs and cannot understand why. (A-1.1)
4. Explain what these individuals need to learn about themselves to become employable. (C-1.31)
5. Identify some characteristics of people in the case examples which seem to make them lose friends and jobs and state the opposite characteristic which could help them keep friends and jobs. (A-1.1)
6. State in own words the major ideas developed about:
  - the relation between knowing oneself and becoming a friend
  - the relation between knowing oneself and becoming employable
  - the relation between characteristics or qualities that help in making friends and holding a job. (C-1.31, A-1.1)

## EVALUATION

6. Each student make a list of things he would think it important to know about himself as a basis for becoming a friend and an employed person. (A-2.2)

Teacher appraise students' statements of major ideas learned and what they want to learn about themselves for accuracy of ideas and attitude toward self-knowledge. (C-1.31, A-1.1, A-1.2)

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## OBJECTIVES

1. *Comprehends* what personal information and guidance for use in developing as a friend and in making vocational decisions can be secured from various sources. (C-2.20 Interpretation)
2. *Is interested* in discovering information and guidance for use in developing as a friend and in making an occupational decision. (A-2.2 Willingness to Respond)

## CONTENT

Knowledge of sources of personal information and guidance contributes to an individual's potential for self-discovery.

Information and guidance from a variety of sources can give a more complete view of an individual than that from one or two sources.

Sources of personal information available to the student are:

- observations of teachers, counselors, and others
- records of attendance, grades, performance
- tests of achievement, intelligence, abilities, interests, personality
- personal intuition.

## TEACHING AIDS

Books:

Reiff, *Steps in Home Living*, Ch. 1, "Learning More About You," pp. 9-26.  
 Lifton, *Keys to Vocational Decisions*, "Learning About Yourself," pp. 14-23; "What Tests Can Tell You About You," pp. 155-202.

## LEARNING EXPERIENCES

1. Read reference materials on learning about oneself to compile a list of questions to ask resource person(s). (C-1.12 Knowledge of Specific Facts; A-1.2 Willingness to Receive)
2. Listen to resource person(s) talk about ways in which students can learn about themselves and make plans for self-improvement and vocational choice; question resource person(s). (C-1.12 Knowledge of Specific Facts; A-2.2 Willingness to Respond)
3. Share ideas about the meaning of "personal intuition" and explain how it may limit an individual in knowing about himself. (C-2.20)
4. Summarize ideas about sources of personal information and guidance. (C-2.20)



## Pamphlets:

Cosgrove and Unruh, *Discovering Yourself*.  
 Kirkendall, *Finding Out About Ourselves*.  
 Menninger, *All About You*.

## EVALUATION

5. Respond to objective test items matching sources of information and guidance with particular information for which they are reliable sources. (C-2.20)
  6. Each student add to list of things he wants to find out about himself and for each item identify source(s) he plans to use. (C-2.20, A-2.2)  
 Teacher appraise accuracy of students' responses and attitude toward self-study. (C-2.20, A-2.2)
- 

## OBJECTIVES

1. *Comprehends* sources from which occupational information and guidance may be secured. (C-2.2 Interpretation)
2. *Is eager* to locate sources of occupational information and guidance. (A-2.2 Willingness to Respond)

### CONTENT

Knowledge of sources of occupational information and guidance enables one to locate information about job requirements and opportunities.

Many sources of occupational information are available for persons to investigate.

--counselors, employers, workers, others  
 --advertisements  
 --public and private employment agencies, placement offices  
 --pamphlets, books

Using a variety of sources of information can give a relatively complete picture of job requirements and opportunities.

### TEACHING AIDS

#### Books:

Greenleaf, *Occupations and Careers*

### LEARNING EXPERIENCES

1. Brainstorm for ideas about the kinds of information persons might seek concerning jobs. (C-1.12 Knowledge of Specific Facts)
2. Organize the ideas from brainstorming into categories of information about occupational requirements and opportunities. (C-1.23 Knowledge of Categories and Classifications)
3. Develop questions for and conduct a class interview with guidance counselor, librarian, and/or teacher on locating and using printed sources of occupational information. (C-1.2 Knowledge of Ways and Means of Dealing with Specifics)
4. Construct a classroom display of collected pamphlets, books, and articles. Suggested title: "Wanted: Job Information." (C-1.2)

*Sources of Occupational Information*, pp. 148-152.  
 Hopke, *The Encyclopedia of Careers and Vocational Guidance*, Vol. I, pp. 9-18.  
 Lifton, *Keys to Vocational Decisions*, "Looking for and Getting Part-Time Jobs," p. 464; "Where to Find Part-Time Jobs," p. 478.

5. Exchange ideas on how a person might get leads on a part-time job or question high school students for advice on locating work. (C-1.25 Knowledge of Methodology)
6. Listen to a resource person from a public or private employment agency explain the kinds of information available from such agencies; ask questions of the resource person. (C-1.12)
7. Each student list 3 questions about an occupation in which he is interested; name sources to use in finding answers to the questions; investigate the sources and try to answer the questions. (C-2.2, A-2.2)

#### EVALUATION

8. Each student judge his success in locating occupational information. (C-2.2)
  9. Respond to objective test item requiring matching of categories of occupational information with reliable sources of them. (C-2.2)  
 Teacher assess efficiency and accuracy of students' performance in locating occupational information and attitudes in performing the task. (C-2.2, A-2.2)
- 

#### OBJECTIVES

*Comprehends* how physical qualifications are related to vocational choices. (C-2.2 Interpretation)

*Is eager to investigate* physical requirements of various vocations. (A-2.2 Willingness to Respond)

*Comprehends* how physical qualifications may be related to friendships. (C-2.2 Interpretation)

*Senses* the differing effects of physical characteristics on first impressions of people and those developed over a period of time. (A-1.3 Controlled or Selected Attention)

#### CONTENT

Occupations differ in their physical requirements.

Physical characteristics affect employability in certain occupations.

#### LEARNING EXPERIENCES

(Teacher prepare a list of occupations which differ in physical requirements.)

--health status  
 --strength, energy, stamina  
 --age, height, weight  
 --posture, appearance  
 --grooming, clothing  
 --voice and speech  
 --physical handicaps

Careful analysis of personal physical assets and liabilities will help in determining a suitable choice of occupation.

Physical characteristics and appearance tend to have a greater influence on first impressions of people than on opinions developed over a period of time.

#### TEACHING AIDS

##### Books:

Lifton, *Keys to Vocational Decisions*, p. 20.

##### Pamphlets:

Middle States Telephone Co., *How to Win Friends by Telephone; You Can Talk Better*

##### Films:

Posture  
 Telephone Courtesy

1. State own ideas about physical requirements for each listed occupation. (A-1.1 Awareness)
2. In small groups investigate sources of occupational information to check own ideas about physical requirements for selected occupations with authoritative statements; share findings with total class. (C-2.2, A-2.2)
3. Cite physical characteristics which people can develop or improve. (C-1.12 Knowledge of Specific Facts, A-1.1)
4. Prepare a bulletin board or make a collection of stories and articles showing instances in which individuals have overcome or capitalized on physical characteristics; share knowledge of similar instances and discuss reactions to them. (C-2.2, A-2.2)
5. View a film on posture, appearance, and speech; summarize ideas. (C-1.12)
6. Share ideas about the meaning of "People communicate their feelings about themselves by their posture and walk." (C-2.2)
7. Demonstrate posture which gives an impression of self-confidence. (C-2.2)
8. Tape record interviews with class members; play for students to hear own voices. (C-1.12)
9. Give examples of instances in which first impressions of a person based on physical characteristics were changed with longer acquaintances. (A-1.3)



## EVALUATION

10. Each student list five occupations for which he could *not* qualify due to physical restrictions and explain his limitations for each job. (C-2.2, A-1.3)
  11. Each student list two or three occupations he would be interested in entering and explain a few physical characteristics he will need to develop to be successful in them. (C-2.2, A-2.2)  
Teacher appraise students' acceptance of their physical limitations. Observe individual students and look for ways in which they can be helped to improve their physical characteristics.
- 

## OBJECTIVES

*Comprehends* the importance of mental health in friendships and employability. (C-2.2 Interpretation)

*Is alert* to the importance of mental health in enjoying people and finding satisfaction in work. (A-1.3 Controlled or Selected Attention)

*Shows willingness* to approach friendships and becoming employable in a mentally healthy way. (A-2.2 Willingness to Respond)

## CONTENT

## LEARNING EXPERIENCES

Mental health helps a person to enjoy people and find satisfaction in work.

1. Read references or articles on mental health and share findings with the class. (C-1.12 Knowledge of Specific Facts)

Characteristics which contribute to mental health are self-confidence, optimism, freedom from fears and tensions, and freedom from jealousy and resentments.

2. Explore in buzz groups ideas for answering such questions as follow and report to class.

Understanding possible psychological bases for the behavior of self and others can aid in being mentally healthy.

- What are the indications of mental health?
- How do people develop a feeling of self-confidence?
- What are indications of mental ill health?
- What kinds of fears and tensions bother teen-agers and interfere with their mental health?
- What is jealousy? How do people show their jealousy to others?
- Why are people jealous?
- What can we do to bolster the mental health of others?
- Where can ordinary people find help to improve their mental health?

## TEACHING AIDS

## Books:

Hatcher, *Adventuring in Home Living*,  
Ch. 1, "Learning to Understand  
Myself and Others."

Pollard, *Experiences in Homemaking*,  
Ch. 1, "Understanding Yourself and  
Others."

## Pamphlets:

Wheatley, *How to Deal with Your Tensions*

Wrenn, *How to Increase Your Self-Confidence*  
 Pratt, *Mental Health Is a Family Affair*

Summarize generalizations.  
 (C-1.31 Knowledge of Principles and Generalizations)

#### Films:

Emotional Health  
 Mental Health  
 Modern Guide to Mental Health  
 Personality and Emotions  
 The Other Fellow's Feelings  
 Toward Emotional Security

3. Examine illustrations in chart, *Adventuring in Home Living*, pp. 10-13, to identify indications of good and poor mental health. (C-2.2)
4. View film on mental health. Explain how it relates to teenage problems. (C-2.2)
5. Determine resources of the community which support the mental health of the citizens. (C-1.12)
6. Write descriptions from personal experience of friendship situations which depict practices that are mentally healthy and mentally unhealthy. (C-2.2, A-1.3)

#### Filmstrips:

Your Feelings

#### EVALUATION

7. Read teacher-prepared case examples of teenagers with problems in work situations. Propose a way of meeting each problem and then judge whether the proposal is mentally healthy or unhealthy. (C-2.2, A-2.2)
8. Complete the sentence: "In spite of my shortcomings, people like me because \_\_\_\_\_. " (A-1.3)  
 Teacher appraise accuracy of students' interpretation of mentally healthy and unhealthy approaches in case situations; examine completed sentences and observe reactions in class for clues concerning the state of students' mental health.

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#### OBJECTIVES

*Comprehends* that occupations differ in the kind and level of intelligence they require. (C-2.2 Interpretation)  
*Is aware* that there are socially valuable occupations for a wide range of intellectual abilities. (A-1.1 Awareness)  
*Comprehends* the relation of accurate self-knowledge of intellectual abilities to realistic occupational decisions. (C-2.2 Interpretation)  
*Is willing* to learn about own intellectual abilities and to plan for continued development. (A-2.2 Willingness to Respond)

## CONTENT

Jobs differ in the degree and kind of intelligence required.

--general intelligence  
 --mechanical ability  
 --ability to follow directions

There are socially valuable jobs for a wide range of intellectual abilities.

When a person knows the nature of his intellectual abilities, he has a basis for making appropriate educational plans relating to occupational decisions.

## TEACHING AIDS

## Books:

Barclay, *Teen Guide to Homemaking*, p. 11 on growing up mentally.  
 Hopke, *The Encyclopedia of Careers and Vocational Guidance*, Vol. I, pp. 19-26, Using Test Results in Vocational Planning.

## Pamphlets:

Bailard, *Your Abilities*

## Films:

Successful Scholarship

## Filmstrips:

Your School Record Is Important

## LEARNING EXPERIENCES

1. Listen to and ask questions of a resource person on nature of intelligence, instruments for measuring, limitations of current devices, interpretation of results. (C-1.12 Knowledge of Specific Facts)
2. Examine examples of elementary intelligence tests. Explain how limited experiences may prevent pre-schoolers from showing true ability. Cite ways in which children can be helped to develop natural abilities. (C-1.2 Knowledge of Ways and Means of Dealing with Specifics)
3. Read about developing intellectual abilities, school achievement, academic success. (C-1.12)
4. Tell about famous people who had poor school records or those who compensated for lack of academic ability by developing talents and skills. (C-2.1 Translation)
5. Investigate the intellectual requirements of a number of different occupations selected by the class. (C-1.12; A-1.1)
6. Listen to and ask questions of a resource person on occupations for the mentally handicapped. (C-1.12; A-1.1)
7. As a class interview school counselor on ways of learning about own intellectual ability and using self-knowledge in making educational and vocational plans; follow with individual conferences. (C-1.2 Knowledge of Methodology; A-2.2)



8. Write a paragraph in answer to the question: "On the basis of your knowledge of your intellectual qualities for what kinds of work might you prepare?" (C-2.2; A-2.2)

## EVALUATION

9. Respond to objective test questions requiring the matching of occupations with kinds of intellectual ability; levels of intellectual ability. (C-2.2)
  10. Examine teacher-prepared case examples of teenagers who have made occupational decisions and explain why each decision is or is not realistic. (C-2.2)  
Teacher compare students' expressed opinions about their abilities with standardized measures for clues to their self-knowledge of intellectual qualities.
- 

## OBJECTIVES

*Comprehends* the meaning of emotional maturity. (C-2.2 Interpretation)  
*Comprehends* the relation of emotional maturity to healthy friendships and employability. (C-2.3 Extrapolation)  
*Is willing to examine objectively* behavior of self and others in terms of emotional maturity. (A-2.2 Willingness to Respond)

### CONTENT

Some characteristics of emotional maturity in adults are: self-discipline, good judgment, initiative, acceptance of criticism, dependability, and a sense of responsibility.

Emotional maturity has an influence on a person's ability to make and keep friends.

Emotional maturity influences a person's employability.

When a person can take an objective view of his emotional behavior, he has a basis for growing toward emotional maturity.

### LEARNING EXPERIENCES

1. Study references on emotional development from early childhood to adulthood. (C-1.22 Knowledge of Trends and Sequences)
2. Explain the meaning of emotional maturity and the difference between it and physical maturity; it and mental maturity. (C-1.11 Knowledge of Terminology)
3. Observe children at play. Cite examples showing emotional maturity at different ages. (C-2.1 Translation)
4. Dramatize situations showing childish emotional behavior in teenagers. Give ideas on what a mature way of behaving in these situations would be. (C-2.1 Translation)

## TEACHING AIDS

## Books:

Pollard, *Experiences in Homemaking*,  
pp. 16-18.

Reiff, *Steps in Home Living*, pp. 12-14.

## Films:

Act Your Age

Facing Reality

How to Give and Take Instructions

Toward Emotional Maturity

## Filmstrips:

Growing Up

5. Hypothesize as to the effect of the immature emotional behavior shown in the dramatizations and the mature behavior suggested would be likely to have on friendships, on employability. (C-2.3 Extrapolation)
6. Examine check list on maturity, such as "Marks of Emotional Growth," p. 12, *Steps in Home Living*. With teacher's help, class construct a scaled questionnaire to appraise emotional maturity among teenagers. Administer to other classes to obtain anonymous responses. Tabulate findings. (A-2.2)
7. Write conclusions based on findings of survey along with comments on validity of items and responses. (A-2.2)

## EVALUATION

8. Respond to objective test items requiring that descriptions of emotional behavior of teenagers with friends and on jobs be categorized as mature or immature. (C-2.2)
  9. Keep a diary of own emotional responses for a week and then use the scaled questionnaire developed in Learning Experience #6 to examine maturity of own emotional behavior; indicate next steps for developing an emotional maturity. (C-2.2; A-2.2)  
Teacher examine the evidence of students' perceptions of mature teenage behavior; examine students' assessments of their own emotional maturity.
- 

## OBJECTIVES

*Comprehends* that personal attitudes and characteristics are related to friendships and employability. (C-2.0 Comprehension)

*Senses* the importance of developing attitudes and character traits which are consistent with healthy relationships and job success. (A-1.13 Controlled or selected Attention)

## CONTENT

Attitudes and character traits affect a person's ability to keep friends and hold a job.

Through their behavior, individuals express their attitudes toward people, things, school, and work.

## LEARNING EXPERIENCES

1. View a film on attitudes or character traits; explain the meaning of the terms "attitudes" and "character traits"; list as many specific attitudes and character traits as class members can think of; give the meaning of each. (C-1.11 Knowledge of Terminology)

Some attitudes associated with healthy friendships and employability are respect, enthusiasm, and a sense of humor.

Character traits are "what people are really like inside."

Character traits associated with healthy friendships and job success are such basic moral values as honesty, integrity, fairness, and trustworthiness.

#### TEACHING AIDS

##### Books:

Jones, *Junior Homemaking*, pp. 12-15.  
Lifton, *Keys to Vocational Decisions*,  
ch. 8, "A Person Is a Many-Sided  
Thing," pp. 98-102.

##### Pamphlets:

Chapman, *Your Attitude is Showing*  
Clark, *What Is Honesty*

##### Films:

Attitudes and Health  
Developing Your Character  
Facing Reality  
You and Your Attitudes  
What is Conscience

##### Others:

Attitude Checklist, Appendix A, p. 300  
Checklist of Personal Traits,  
Appendix B, p. 301

#### EVALUATION

2. Complete an attitude checklist such as Appendix A. (A check list may be used as a preview of students' attitudes.) Share ideas about responses. (C-2.2 Interpretation; A-1.13 Controlled or Selected Attention)
3. Give examples from experience of how specific attitudes and character traits affect friendships. (C-2.2, A-1.13)
4. Collect cartoons depicting situations which illustrate attitudes and traits. Share ideas about them in a circle discussion. (C-2.1, A-1.13)
5. Select cartoons for two bulletin boards: "Sure Ways to Lose Friends," "How to Irritate the Boss." (C-2.1, A-1.13)
6. Role play situations of realistic occupational problems involving attitudes and character traits. Identify the attitudes and character traits shown by the worker and explore the effect of these on other workers and the employer. (C-2.2, A-1.13)
8. Study teacher-prepared case examples of teenagers expressing attitudes and character traits in friendship and work situations; identify the attitudes or character traits and give hunches as to how these will affect the quality of friendship or job success. (C-2.2, A-1.13)
9. Each student complete Checklist of Personal Traits, Appendix B, and write a short recommendation for himself giving evidence of positive attitudes and character traits. (A-1.13)



Teacher observe student reactions in analyzing cartoons and their ideas for constructing the bulletin boards. Note their understanding of case examples and their insight in role playing. Check their responses to a checklist for evidence of their true attitudes.

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## OBJECTIVES

*Comprehends* that having social capabilities is an aid in making friends and becoming employable. (C-2.0 Comprehension)

*Wants to develop* social capabilities that will be an aid in friendships and in work. (A-2.2 Willingness to Respond)

## CONTENT

A person's social capabilities can contribute to the formation of friendships and to employability.

People demonstrate their social capabilities by ability to communicate, enjoyment of people, leadership qualities and consideration of others.

Some qualities which show consideration for others are: empathy, courtesy, tact, loyalty, tolerance, acceptance of differences, good manners, patience, generosity.

## TEACHING AIDS

### Books:

- Pollard, *Experiences in Homemaking*, p. 8.  
 Reiff, *Steps in Home Living*, "Getting Along with Others," p. 27.  
 Ahern, *Teenage Living*, "Friends," Ch. 5, p. 106.  
 Barclay, *Teen Guide to Homemaking*, Ch. 9, "Your Friendships."  
 Lewis, *Tomorrow's Homemaker*, "Understanding Your Friends," p. 45.  
 Clayton, *Young Living*, Ch. 2, p. 32, "Getting Along with Others."

### Pamphlets:

- Stephenson, *As Others Like You*  
 Weitzman, *Growing Up Socially*  
 Menninger, *Making and Keeping Friends*  
 Menninger, *Personality Making and Keeping Friends*

## LEARNING EXPERIENCES

(Teacher prepare a collection of pictures or slides showing teenagers in friendship or work situations which illustrate the need for ability to communicate, to enjoy other people, to exert leadership, and to show consideration of others.)

1. View pictures and identify social capabilities that are an aid in friendships and in work. (C-1.12 Knowledge of Specific Facts)
2. Share ideas about ways in which people communicate with others through posture, touch, gestures, facial expressions, appearance, and space--as well as through speech and writing. (C-1.12)
3. Pantomime examples of nonverbal communication--to show boredom, worry, annoyance, anger, happiness, pleasure. (C-2.2 Interpretation)
4. Role play talking with a new student and introducing him to a classmate. Ask the person playing the new student what was communicated to him. Examine why he felt as he did. (C-2.2, A-2.2)
5. Interview school cafeteria workers, custodians or secretaries concerning the kinds of students they like and why. (C-1.12)

## Films:

Belonging to the Group  
 Developing Friendships  
 How Friendly Are You?  
 How to Get Cooperation  
 The Other Fellow's Feelings  
 Understanding Others

## Filmstrips:

Developing Social Maturity  
 Do You Win Arguments and Lose Friends  
 Getting Along with Friends  
 Making Friends  
 Making Friends Is Easy

6. Define each of the qualities that show consideration of others: empathy, courtesy, tact, loyalty, tolerance, acceptance of differences, patience, generosity. (C-1.11 Knowledge of Terminology)
7. Role play work situations showing lack of the above characteristics. Class members identify the missing characteristic and suggest alternative courses of action. (C-2.2)
8. View filmstrip on friendships and note all the instances in which social skills appear to contribute to the friendships. (C-2.2)
9. Discuss "When and How Does Taking Leadership Help in a Friendship and On a Job" or "Is Leadership or Followership More Important?"
10. Rate selves on a checklist such as: *Teen Guide to Homemaking*, p. 14, *Experiences in Homemaking*, p. 8, or *Steps in Home Living*, pp. 31-32. Individually identify one or two social capabilities to work to develop. (A-2.2)

## EVALUATION

11. Keep a diary of successes or nonsuccesses in developing social capabilities. (C-2.2, A-2.2)  
 Teacher check self-ratings of social characteristics and compare with observed behavior. Give a sociometric test to identify the class social structure and to ascertain which students need guidance in relationships.
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## OBJECTIVES

*Comprehends* the relation of personal habits to friendships and job success. (C-2.0 Comprehension)

*Is eager* to improve own personal habits. (A-2.2 Willingness to Respond)

## CONTENT

Personal habits are related to maintaining successful friendships and job performance.

Types of habits thought to be positively related to success with friends and jobs are: neatness and cleanliness, freedom from mannerisms, careful use of time, and management of energy and money.

## TEACHING AIDS

## Books:

Barclay, *Teen Guide to Homemaking*, p. 17.

## Pamphlets:

Valentry, *Habits That Hold You Back*  
Podendorf, *Make Your Habits Work For You*

## Films:

Habit Patterns  
Teaching Desirable Habits

## Others:

Checklist, Appendix B  
Self-Improvement Project, Appendix C

## LEARNING EXPERIENCES

1. Give ideas for a blackboard list of habits which contribute to success with friends and employers. (C-1.12 Knowledge of Specific Facts)
2. Write habits of other people that are pet peeves and place in a box. Each student draw out a pet peeve and explain why this habit bothers other people. (C-2.2, A-1.3 Selected or Controlled Attention)
3. View a film on habit formation and summarize principles and steps necessary for forming new habits. (C-1.31 Knowledge of Principles and Generalizations)
4. Complete a habit check list such as Appendix C. Select one or two habits to develop (or change), plan and carry out a self-improvement project, such as Appendix D. Explain how the plan uses principles and processes of habit formation. (C-2.2, A-2.2)

## EVALUATION

5. In case descriptions of teenagers, identify habits likely to aid and to hinder successful friendships and job performance. (C-2.2)
  6. Make a self-evaluation of progress in the habit development or change undertaken in Learning Experience #4. (A-2.2)  
Teacher quiz students on habits which affect job success to discover their practical knowledge. Rate students on their habit self-improvement projects. Observe attitudes toward self-improvement for guidance purposes.
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## OBJECTIVES

*Comprehends* that developing interests and abilities can enrich friendships.  
(C-2.2 Interpretation)

*Comprehends* that examining individual interests and abilities can help to focus vocational planning. (C-2.2 Interpretation)

*Wants to examine* own interests and abilities for clues for vocational planning.  
(A-2.2 Willingness to Respond)

## CONTENT

When a person has or is developing interests, he has something he can share in a friendship.

Examining one's interests and abilities helps to focus vocational planning.

One indicates his preferences through choices in reading, recreation, group membership, and activities.

One's qualifications are enhanced by special skills and abilities in areas such as sports, art, music, drama, dancing, cooking, sewing, woodworking, and others.

## TEACHING AIDS

## Books:

Lifton, *Keys to Vocational Decisions*,  
"Discovering Your Real Interests."

## Pamphlets:

Packard, *Do Your Dreams Match Your Talents*

## Filmstrips:

Likes and Dislikes

What Do You Like To Do?

## LEARNING EXPERIENCES

1. Report to the class on interests or hobbies. Develop a bulletin board or display showing interests of various class members. Suggested titles: "Personal Preferences," "What We Like To Do," "Teenage Interests." (C-1.12 Knowledge of Specific Facts)
2. Explain how hobbies and interests can aid in establishing friendships with teenagers and adults. (C-2.2)
3. Report on pamphlet "Do Your Dreams Match Your Talents" or discuss how one needs more than interest to succeed in a job. (C-1.31 Knowledge of Principles and Generalizations)
4. Study case examples of teenagers which describe their interests and abilities and the realistic problems they face in planning for vocations. Explain how interests and abilities can figure in their decision-making. For each case example, explore possible solutions and draw a conclusion. (C-2.2)
5. Complete an interest inventory and confer with counselor on interpreting it. (C-2.2, A-2.2)
6. List personal interests and abilities and indicate vocational areas which are related. (C-2.2, A-2.2)

## EVALUATION

7. Respond to objective test items relating individual interests and abilities to occupational opportunities. (C-2.2)

Teacher examine interest inventories and students' own assessments of their interests, abilities and the related vocational areas. This will aid in vocational counseling.

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## OBJECTIVES

*Comprehends* how educational and other experiences add to a person's qualifications for work. (C-2.2 Interpretation)

*Appreciates* the value of education in preparing for employment. (A-3.1 Acceptance of a Value)

*Is eager* to take advantage of opportunities for experiences which contribute to a person's employability. (A-2.2 Willingness to Respond)

## CONTENT

## LEARNING EXPERIENCES

Educational experiences contribute to a person's qualifications for employment.

Other experiences such as travel, work experience, association with people, and activity in organizations add to a person's qualifications for work.

When a person takes advantage of opportunities for educational and other experiences, he increases his chances for employment.

## TEACHING AIDS

Books:

Barclay, *Teen Guide to Homemaking*, pp. 6-7.

Filmstrip:

What Good Is School?

1. Discuss kinds of experiences which add to one's over-all work qualifications. (C-1.12 Knowledge of Specific Facts)
2. Interview adults concerning personal experiences which they hold valuable in later occupational life. Report to class. (C-1.12)
3. Investigate current statistics on unemployment and earnings of dropouts. (C-1.22 Knowledge of Trends and Sequences)
4. Discuss reasons why students leave school. (C-2.2 Interpretation)
5. "Brainstorm" ways of encouraging young people to remain in school. (C-2.3 Extrapolation)
6. Write a summary of how current school subjects affect qualifications for work. (C-2.2, A-3.1 Acceptance of a Value)
7. List past experiences beside school that have added to work qualifications; identify some expected opportunities for experiences which will add to employability. (C-2.2, A-1.3 Selected or Controlled Attention)

## EVALUATION

8. Keep a record of out-of-school experiences and what was gained from them to add to qualifications for work. (C-2.2, A-2.2)  
Teacher note the experiences which students have had and which they consider important. Identify students who have limited experiences or negative attitudes toward school in order to plan enrichments, to give help, and to provide counsel.
- 

## OBJECTIVES

*Comprehends* that occupational aspirations and expectations are related to personal values. (C-2.2 Interpretation)

*Is interested* in examining occupational expectations and goals in relation to personal values. (A-2.2 Willingness to Respond)

## CONTENT

When a person recognizes his values, he has one basis for making meaningful vocational plans.

Personal values are the things one prizes highly and may include ethical principles, life purposes, goals, expectations for home and career, desires in relationships with people and hopes for success.

## TEACHING AIDS

Filmstrips:

What Do I Want to Be?

## LEARNING EXPERIENCES

1. Read to find out what different authors say values are; contribute ideas to a blackboard list of values; give examples of particular values. (C-2.1 Translation)
2. Discuss the values which are important to teenagers. (C-2.2 Interpretation)
3. Determine how people rank values differently and express their values through choices. (C-2.2)
4. Give examples of people whose abilities are similar but whose occupations are different; hypothesize as to the relation of these differences to personal values. (C-2.2)
5. Role play counselor-student discussions concerned with planning for a vocation. Study situations to identify values affecting choices. (C-2.2)
6. Complete a paragraph beginning, "When I become an adult I expect to \_\_\_\_\_"; study the statement to identify values held to be most important. (A-2.2)



## EVALUATION

7. Respond to an objective test item requiring the matching of values with occupational choices. (C-2.2)  
 Teacher observe the values expressed in class. Study students' statements concerning their aspirations for clues about their present goals in life. Examine their analyses to ascertain how they perceive their values.
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## OBJECTIVES

*Comprehends* that self-understanding, self-acceptance, and a feeling of personal adequacy aid in interpersonal relationships in friendship and employment.

(C-2.2 Interpretation)

*Seeks* to gain in self-understanding and self-acceptance. (A-3.1 Acceptance of a Value)

## CONTENT

When a person understands himself, he tends to be able to see his assets and limitations accurately.

Understanding one's personal strengths and limitations promotes self-acceptance.

Understanding and accepting oneself is a first step toward healthy interpersonal relations with others.

## TEACHING AIDS

Pamphlets:

Menninger, *Understanding Yourself*

Films:

Learning from Disappointment

Filmstrips:

Understanding Myself

Who Are You

## LEARNING EXPERIENCES

1. View filmstrip on self-understanding. Explain the meaning of self-knowledge, self-understanding, self-acceptance. (C-1.1 Knowledge of Terminology)
2. Discuss how handicaps and failures sometimes assist people in becoming effective individuals. (C-2.2 Interpretation)
3. Discuss how we can accept our limitations and how self-acceptance relates to mental health. (C-2.2, A-3.1 Acceptance of a Value)
4. Review individually the self-assessments made up to this point in the unit. Summarize personal strengths and limitations. Check items which can be improved or corrected. (A-3.1)

## EVALUATION

Teacher observe individual students' reactions to discussions of self-acceptance. Check students' assessments of strengths and limitations for insight into their feelings about themselves.

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## OBJECTIVES

*Is able to use* information from self-assessment and information about occupations in making valid tentative vocational decisions. (C-3.0 Application)  
*Believes* in using accurate information about self and occupations in making vocational decisions. (A-3.1 Acceptance of a Value)

## CONTENT

Analyzing personal qualifications and exploring occupational preferences enable one to plan for and make tentative vocational decisions.

A valid occupational decision is one in which personal qualifications mesh with the job requirements and opportunities.

## TEACHING AIDS

## Books:

Lifton, *Keys to Vocational Decisions*,  
 "Using Information About Yourself,"  
 p. 188.

## Pamphlets:

Worthy, *What Employers Want*

## LEARNING EXPERIENCES

1. Invite vocational teachers to participate in a symposium to present overviews of their fields. Participate in a question and answer period. (C-2.2 Interpretation)
2. Class develop a form based on previous study for completing a personal resumé. Students may summarize their qualifications on the form. (C-2.2)
3. Each student select two or three vocational areas in which he might train and justify his choices in a short statement. (C-3.0 Application, A-3.1 Acceptance of a Value)

## EVALUATION

Teacher appraise students' personal resumé's for evidence of their ability to evaluate themselves. Examine their statements concerning tentative vocational choices to discover whether they are realistic in selecting areas which match their personal qualifications.

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## OBJECTIVES

*Is able to apply* principles of self-improvement in developing personal strengths. (C-3.0 Application)

*Believes* in making continuous efforts to improve self. (A-3.1 Acceptance of a Value)

*Believes* in making educational and vocational plans. (A-3.1 Acceptance of a Value)

## CONTENT

The know-how and the desire to improve personal qualities facilitates establishing friendships and becoming employable.

An individual can improve himself in many ways: overcoming deficiencies, changing habits, developing new strengths, expanding interests, acquiring new experiences, improving social relationships, changing attitudes, and pursuing education and training.

## TEACHING AIDS

## Books:

Jones, *Junior Homemaking*, "Are You Looking Ahead?" p. 377.

Lifton, *Keys to Vocational Decisions*, "Setting Your Goal and Shooting for It," p. 261.

## Films:

How to Keep a Job

Improve Your Personality

## Filmstrips:

Looking Ahead to High School

Making the Most of Yourself

So You Want to Make a Good Impression

Your Boss is Proud of You

Yours for the Best

## LEARNING EXPERIENCES

1. Review plans for self-improvement made throughout the unit; select the most and least successful outcomes to date and explain in terms of principles for self-improvement. (C-3.0, A-3.1)
2. View films on self-improvement and educational planning. Note additional ways in which teenagers and adults can improve themselves. Revise plans in Learning Experience #1. (C-3.0, A-3.1)
3. Write a brief summary of educational and vocational plans using previous papers for suggestions. (C-3.0; A-3.1)

## EVALUATION

Teacher rate students' observed growth in self-understanding. Discuss plans for self-improvement and education with students during individual conferences. Arrange parent conferences to evaluate students' needs, aspirations, qualifications, and educational plans.

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- Worthy, J. C. *What Employers Want*. Chicago: Science Research Associates.
- Wrenn, C. G. *How To Increase Your Self-Confidence*. Chicago: Science Research Associates, 1953.

Following are nonselective listings of films and filmstrips related to unit topics. Since pre-viewing has been incomplete, recommendations cannot be made as to quality. Therefore, teachers are urged to check on recency of production and nature of content before ordering.

#### FILMS

- Act Your Age (Emotional Maturity), (Coronet)
- Attitudes and Health (Coronet)
- Belonging to the Group (Encyclopedia Britannica)
- Developing Friendships (Coronet)
- Developing Responsibility (Indiana University)
- Developing Self-Reliance (Indiana University)
- Developing Your Character (Coronet)
- Emotional Health (McGraw-Hill)
- Facing Reality (McGraw-Hill)
- Habit Patterns (McGraw-Hill)
- How Friendly Are You (Coronet)
- How to Get Cooperation (Coronet)
- How to Give and Take Instructions (Coronet)
- Improve Your Personality (Coronet)
- I Want a Job (Indiana University)
- Learning from Disappointments (Coronet)
- Make Your Own Decisions (Coronet)
- Mechanical Aptitude (University of Illinois Visual Aids)
- Mental Health (Encyclopedia Britannica)
- The Other Fellow's Feelings (McGraw-Hill)
- Overcoming Fear (Coronet)
- Personality and Emotions (Encyclopedia Britannica)
- Personal Qualities for Job Success (Coronet) Sr. H.
- Planning for Success (Coronet)
- Posture (International Film Bureau)
- Snap Out of It (Emotional Balance) (Coronet)
- Social Courtesy (Coronet)

Successful Scholarship (McGraw-Hill)  
 Telephone Courtesy (Telephone Company)  
 Toward Emotional Maturity (McGraw-Hill)  
 Understanding Others (McGraw-Hill)  
 Understanding Your Ideals (Coronet)  
 You and Your Attitudes (Association Films)  
 What is Conscience (Coronet)

#### FILMSTRIPS

Developing Social Maturity (McGraw-Hill)  
 Do You Win Arguments and Lose Friends (McGraw-Hill)  
 Getting Along With Friends (Eye Gate)  
 Growing Up (Eye Gate)  
 Likes and Dislikes (Eye Gate)  
 Looking Ahead to High School (Jam Handy)  
 Making Friends (Jam Handy)  
 Making Friends Is Easy (McGraw-Hill)  
 Making the Most of Your School Days (McGraw-Hill)  
 Personal Relationships (McGraw-Hill)  
 So You Want to Make a Good Impression (McGraw-Hill)  
 Teaching Desirable Habits (McGraw-Hill)  
 Understanding Myself (McGraw-Hill)  
 What Do I Want to Be (McGraw-Hill)  
 What Do You Like to Do (Society for Visual Education)  
 What Good Is School (Society for Visual Education)  
 Who Are You (Society for Visual Education)  
 Yes, Politeness Is For You (McGraw-Hill)  
 Your Boss Is Proud of You (McGraw-Hill)  
 Your Feelings (Jam Handy)  
 Your School Record Is Important (McGraw-Hill)  
 Yours for the Best (McGraw-Hill)



## Appendix A

## Opinion Poll\*--A Suggested Evaluation Instrument

DIRECTIONS: This opinion poll is concerned with your *feelings* about working situations. Check those statements with which you tend to agree in the first column; check those with which you tend to disagree in the second column.

	<u>Tend to Agree</u>	<u>Tend to Disagree</u>
1. Pay is the most important consideration when deciding upon a job.		
2. If a typist gets her required work done ahead of time she should be able to leave the office early.		
3. Being an "eager beaver" is the way to succeed on a job.		
4. Supervisors have the right to criticize employees about their clothes.		
5. Salespeople should be allowed to chew gum if they enjoy it.		
6. It takes careful planning to be punctual.		
7. Wearing metal hair clips to work is considered poor grooming.		
8. One should attempt to establish close relationships with co-workers early in employment.		
9. It should be permissible to make personal phone calls if work slackens.		
10. A worker's criticism of a superior is harmless, providing it is done in private.		
11. Employees have the right to talk back to their superiors whenever they feel they have been treated unjustly.		
12. Employees should be able to have inexpensive business supplies for personal use without feeling guilty.		
13. Failure to notify an employer when absent from work is a major offense.		
14. Getting along well with people is just as important as the ability to do a job well.		
15. Griping is a harmless way of getting rid of unhealthy emotions.		
16. Most jobs are boring.		
17. During periods when work slackens it is wise to "look busy."		
18. Education and training are over-estimated by employers.		
19. Workers should not attempt to do something unless they are specifically told to do so.		

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\*This device may be used as a pre-test of student attitudes. It could serve as a guide for class discussion.

## Appendix B

## Check List of Personal Traits--A Suggested Evaluation Instrument

Check (✓) yourself in the appropriate column according to how frequently you show the traits	Always	Often	Seldom	Give an example of how you have shown each trait.
Promptness				
Acceptance of criticism				
Sense of responsibility				
Dependability				
Friendliness				
Enthusiasm for learning				
Respect for others				
Sense of humor				
Honesty				
Fairness				
Initiative				
Others (Specify)				

## Appendix C

## Grooming Check List (for girls)--A Suggested Evaluation Instrument

We know that no one is perfect, BUT people are often judged by the appearance they present. Here is a chance to check yourself on your grooming habits.

Check each statement as HONESTLY AS YOU CAN. This is a PRIVATE matter, so cover your marks. Then for your identification, give yourself a fictitious name on the back of your paper. If you are guilty of another bad habit, you may state in on line 31.

	<u>Sometimes</u>	<u>Seldom</u>	<u>Never</u>
1. When a fastener comes off a skirt waistband, I wear it pinned.			
2. When a skirt is too long, I roll the waistband.			
3. I wear clothes which are too tight.			
4. When I leave home, I fail to check my back view in a mirror.			
5. I wear garments with missing buttons.			
6. I pin slip and bra straps when they break, instead of mending them.			
7. My shoes are scuffed or in need of polish.			
8. I forget to hang up clothes after removing.			
9. When sitting down, I don't smooth out the back of my skirt.			
10. I don't bother to press clothes between wearings.			
11. I forget to shave under my arms before wearing sleeveless or short-sleeved clothes.			
12. I forget to use a deodorant.			
13. I wear rollers or metal clips in my hair in public.			
14. I forget to wash my combs and brushes.			
15. I don't do a good "comb-out" on my hair.			
16. My hair looks oily.			
17. Dandruff shows on my shoulders.			
18. My hose have visible runs.			
19. I wear hose twice before washing.			
20. I wear panties more than once before washing.			
21. I wear clothes with split seams.			
22. I chew gum in church or at formal functions.			
23. I forget to wash my neck with soap.			
24. My nail polish is peeled.			
25. My nails are chewed or in need of shaping.			
26. My headscraves are wrinkled.			
27. I carry around used or wrinkled tissues.			
28. My purses are messy inside.			
29. I'm told I wear too heavy makeup.			
30. I forget to brush my teeth.			
31. _____			

After you have checked each statement, circle the numbers of the TWO habits you wish most to change.



Appendix D

Suggestions for Improving Habits--A Suggested Evaluation Instrument

Now that you have made an honest appraisal of yourself, select TWO habits to improve during the next two weeks. You will be expected to check your progress at that time.

Breaking bad habits is not easy, but it CAN be done. Here are some tips which have been found helpful.

- 1. Substitute a good habit for the bad one. (Keeping nails polished helps prevent biting.)
- 2. Take it easy. (Don't try to change too much too fast or you're doomed for failure.)
- 3. Allow yourself time. (Don't wait till the last second to press clothes.)
- 4. Expect lapses. (Stewing about a runner makes everybody unhappy.)
- 5. Face temptations for sloppiness squarely. (When you start to toss clothes on a chair, stop and think of the job it will be to pick them up later.)
- 6. Reward yourself for doing well. (Have a treat, buy a new comb, or brag to your mother.)

HABIT RE-CHECK

DIRECTIONS: Write your fictitious name on the back of this paper.

In the first column below, write the numbers corresponding to the habits you were working on. Check the results in the appropriate box.

Habit Number	I goofed	I'm improving	I'm doing great

COMMENTS: (Optional)

What did you do to change?

How do you feel about it?

## Appendix E

Classified Test Items  
Grade 7, Unit III

## Developing Qualities for Friendships and Employability

Following is a collection of items which have been designed to test the attainment of unit objectives. As other elements in the curriculum plan, these have been classified according to categories of educational objectives. Teachers are encouraged to select from the items in building quizzes and a unit test. It is suggested that test items be chosen to comprise a representative sample of content and a range of taxonomy categories. Teachers might prefer to adapt certain items for their individual situations. It may be necessary to change wording to suit the vocabularies of a particular group of students; it may be appropriate to substitute alternative responses more in keeping with the experiences provided. Moreover, teachers may wish to compose additional objective or essay items, especially for the higher levels of educational objectives.

Indices of reliability and validity have not been ascertained although the test items have been used, item-analyzed, and revised after the initial trial of the unit plan in a classroom situation.

It is assumed that each of the case examples, as contrasted to other types of items, is a new one to the students; in other words, no case example has been used previously in teaching a concept or generalization. If a teacher has used a particular example in teaching, she must recognize that it may be simple recall at the level of knowledge.

It is suggested that teachers develop a card file of classified test items, adding new examples as the teaching unit progresses. This system has been found by many teachers to make test construction less tedious and more efficient.

DIRECTIONS: Circle the letter representing the most correct choice for the following items.

## C-1.1 Knowledge of Terminology

## 1. Employability means

- xA. being able to get a job
- B. being liked by employers
- C. capability of keeping a job
- D. having a social security number

2. Which term means "a set of traits which can be developed into an ability through training"?
- A. achievement
  - ☒ B. aptitude
  - C. attitude
  - D. intelligence
3. Which of the following best describes "initiative"?
- ☒ A. self-direction
  - B. self-reliance
  - C. self-restraint
  - D. self-sufficiency
4. One of the qualities which contributes to getting along with people is the capacity to "put yourself in another's shoes." This is called
- ☒ A. empathy
  - B. sympathy
  - C. tact
  - D. tolerance

#### C-1.2 Knowledge of Specific Facts

5. What is the *least* objective source of information about one's abilities?
- ☒ A. intuition
  - B. school records
  - C. teachers
  - D. test scores
6. If a girl wishes to determine qualifications necessary to obtain a job as an interior designer, what would be a good reference?
- ☒ A. *Encyclopedia of Careers and Vocational Guidance*
  - B. *Handbook on Women Workers*
  - C. *Occupational Outlook Handbook*
  - D. *U.S. Census*
7. What would be the *best* source of information on trends in employment in the United States?
- A. pamphlets from the U.S. Department of Interior
  - B. interviews with teachers
  - C. interviews with workers and employers
  - ☒ D. materials from the U.S. Department of Labor



8. Which is the most likely place to find a summer job?
- A. Bureau of Internal Revenue
  - B. Local union headquarters
  - C. Private employment agency
  - xD. Public employment service office
9. We communicate to others by
- A. posture
  - B. speech
  - C. appearance
  - xD. all of the above
10. What causes more dismissals from work than anything else?
- A. dishonesty
  - B. low ability
  - xC. poor relationships
  - D. tardiness
11. What has caused school dropouts trouble in finding jobs?
- A. affluence
  - B. industrialization
  - xC. specialization
  - D. urbanization
12. Why do most dropouts leave school?
- A. economic reasons
  - B. physical conditions
  - C. political situations
  - xD. psychological causes
13. Which has the *least* effect on a person's chances for getting a job?
- A. aptitude
  - B. education
  - C. personality
  - xD. religion

C-1.24 Knowledge of Criteria

14. What improves one's personal credentials for employment?
- A. acquaintances with a variety of people
  - B. recreational interests
  - C. travel experience
  - xD. all of the above

## C-1.25 Knowledge of Methodology

15. How should we deal with our handicaps?
- ☒A. concentrate on developing strengths
  - B. discuss weaknesses often with friends
  - C. look for ways to hide handicaps
  - D. all of the above
16. How might a person improve his ability to have friends?
- A. change attitudes
  - B. develop new talents
  - C. expand interests
  - ☒D. all of the above

## C-1.31 Knowledge of Principles and Generalizations

17. The personal qualities needed for establishing friendships and those necessary for getting a job are
- A. dependent upon appearance
  - B. inherited characteristics
  - ☒C. similar and interrelated
  - D. unrelated to success
18. Feelings of inferiority
- A. are always justified
  - ☒B. are experienced by everyone
  - C. indicate mental illness
  - D. none of the above
19. Select the statement which is appropriate.
- A. A person's values are easily changed.
  - ☒B. Values are shown in leisure time activities.
  - C. Values are unrelated to one's religion.
  - D. None of the above.

## C-2.00 Comprehension

20. Which is true of interests?
- A. They come from experience.
  - B. They are learned.
  - C. They may be introduced by a new person.
  - ☒D. All of above.
21. Which item does *not* apply to physical characteristics?
- A. ability to lift heavy weights
  - B. bearing and posture
  - ☒C. tactful in dealing with people
  - D. personal appearance

## C-2.10 Translation

22. Which of the following might indicate poor mental health?
- A. Joan says that she would make a poor seamstress because she is "all thumbs."
  - B. Betty, disappointed with the grade on a test for which she worked hard, shrugged her shoulders and said, "You can't win 'em all."
  - x C. Julia declares that popularity depends upon money and clothes.
  - D. Sandra enjoys telling people when they look attractive.
23. If a person felt that his grades did not indicate his true abilities, he would want to discuss with the counselor his performance on
- A. attitude tests
  - x B. intelligence tests
  - C. interest tests
  - D. personality tests
24. Which of the following is the *best* indication of emotional maturity among teenagers?
- A. cleanliness
  - B. leadership
  - C. honesty
  - x D. self-discipline
25. Which is the best tip for changing habits?
- A. Plan on changing several habits at once.
  - B. Punish yourself for lapses.
  - x C. Substitute a good habit for a bad one.
  - D. Use willpower to break a bad habit.
26. Which is true of interest inventories?
- A. They discover jobs in which one will succeed.
  - x B. They give clues to satisfying occupational areas.
  - C. They measure aptitudes in different fields.
  - D. They predict performance on certain jobs.
27. A person's concept of "success" is
- A. an indication of his values
  - B. determined by his goals in life
  - C. influenced by his expectations
  - x D. all of the above



28. What is the best reason for a girl to know her liabilities as well as her assets.

- A. aids in filling out an application form
- ☒ B. helps in self-improvement
- C. increases popularity
- D. prevents becoming conceited

MATCHING DIRECTIONS: In the blank before each personal quality, place the letter of the phrase which is the *best example* of that quality.

Personal Qualities	Examples
<u>C</u> 29. ability to learn	A. accomplishes complicated tasks
<u>A</u> 30. achievement	B. displays confidence in class discussions
<u>F</u> 31. attitude	C. easily understands instructions
<u>E</u> 32. habit	D. has a knack for fixing cars
<u>D</u> 33. mechanical aptitude	E. is always punctual
<u>B</u> 34. mental health	F. is enthusiastic about getting a job
<u>H</u> 35. physical trait	G. is liked by classmates
	H. shows endurance and stamina

MATCHING DIRECTIONS: In the blank before each situation, write the letter of the characteristic which is *most likely* to be *absent* or *lacking*.

#### Characteristics

- A. Discretion
- B. Honesty
- C. Humor
- D. Initiative
- E. Loyalty
- F. Punctuality
- G. Responsibility

- E 36. John was dismissed from his job at Krogers' because he told customers of better buys at the I.G.A.
- D 37. The supervisor at the motel complained because cleaning time was wasted while Sally waited to be told what to do next.
- A 38. Sylvia told John about seeing his girlfriend flirting with another boy.

- F 39. After Susan checks in at the office, she spends ten minutes in the restroom fixing her hair.
- G 40. The Custers were displeased after they returned home because their baby sitter had a party for friends.
- G 41. The other waitresses were furious when they had extra tables to serve because Joyce took off work to go shopping.
- C 42. Betty was mad when Jean made a joke about her about dropping a pile of papers.
- B 43. Bill gives his friends discounts when he waits on them at the drive-in.

#### C-2.20 Interpretation

44. Why is good grooming important?
- A. Appearance is an indication of one's character.
  - B. Appearance is the key to popularity.
  - C. Conformity is necessary for success in the world.
  - xD. People are judged by appearance.
45. Which is the *least likely* reason for a person to gossip?
- A. attitudes of resentment
  - B. emotions of jealousy
  - C. feelings of inadequacy
  - xD. sense of superiority
46. Cathy is very interested in hospital work and has planned for years on becoming a medical technician. However, she gets poor grades in science, and her counselor, on the basis of test scores, suggested that she reconsider her career plans. Which statement do you consider most appropriate in this case?
- A. Abilities are more important than interests in happiness on the job.
  - B. Her determination will overcome her academic handicaps.
  - xC. She is unlikely to succeed in this career.
  - D. The counselor was cruel to discourage her aspirations.
47. The Johnsons and the Martins each received a \$40.00 dividend check from government insurance. Both families like sports and enjoy a nice home. The Johnsons spent their check on ball games, and the Martins bought a new chair. What does this indicate?
- A. The families do not have the same values.
  - xB. The families rate their values differently.
  - C. The Johnsons do not value money.
  - D. The Martins are more snobbish about their values.

## C-2.30 Extrapolation

48. Since education is considered necessary for work in today's world, which of the following is true?

- A. Everybody should try to go to college.
- B. Only smart people can expect to succeed.
- C. There are fewer job opportunities.
- xD. There are fewer jobs for unskilled workers.

49. What is the occupational outlook in the near future?

- A. Most women will seek employment.
- B. Service occupations will increase.
- C. Workers will need re-training.
- xD. All of the above.

## C-3.0 Application

50. What should a girl do when a home economics teacher criticizes her for having her skirts too tight?

- A. Be careful what she wears to home economics.
- B. "Consider the source."
- C. Continue to dress as she pleases.
- xD. Analyze her appearance.





### TEACHER EVALUATION OF UNIT PLAN

All teachers who use the unit plan, in part or in totality, are urged to turn to the succeeding pages, examine the criteria, check the evaluation form, and return the page to the *Illinois Teacher* office. Comments, both favorable and unfavorable, will be appreciated. Suggestions for improvement are solicited.

It is understood that teachers may be unable to try out the unit plan during the current school year. But, we will hope to receive the evaluation forms not later than spring of 1969.

## Criteria for Evaluating Unit Plan

## OBJECTIVES

A	B	C
Important Clear Precise	Acceptable	Unimportant Irrelevant Vague

## CONTENT

A	B	C
Interesting Challenging Useful Important Understandable	Plausible Convincing	Boring Too obvious Too abstract Too difficult Too easy

## LEARNING EXPERIENCES

A	B	C
Effective Worthy use of time Students enthused Appropriate Educationally sound	Satisfactory Of limited interest	Ineffective Waste of time Students apathetic Inappropriate Unimaginative

## TEACHING AIDS

A	B	C
Helpful Meaningful Up to date Appropriate Colorful	Ordinary Satisfactory	Inappropriate Geared to wrong age level Out of date Uninteresting

## EVALUATION

A	B	C
In keeping with objectives Good evidence of learning Practical	Somewhat limited in usefulness Difficult to follow through	Questionable Poor indicators of learning Impractical Geared to low level thinking



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## Comments and Suggestions

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A special opportunity in Home Economics Education during the first four weeks of the summer session (June 17 to July 13) will be a Workshop in Curriculum Development and Teaching the Disadvantaged.

This workshop is designed to help homemaking teachers meet the challenge of serving the needs of all students, especially those with specific deprivation in cultural, socio-economic, personal and family backgrounds. An analysis of resources currently being used, and examination of basic and vocational education programs geared to human renewal in today's society will be included. Appropriate curricular approaches for secondary education will be considered.

Dr. Selma Lippeatt, Deputy Director of Women's Training Centers, Office of Economic Opportunity, Washington, D.C. will be the director of the workshop. Dr. Lippeatt has had extensive experience in home economics education working with teachers as a state supervisor, a college administrator, and as a home economics educator in the U.S. Office of Education.

The Workshop, listed as Votec 459, Section X, will meet from 8 to 11 A.M. on Tuesday through Friday and carries one unit of graduate credit.

Other courses offered on the four-week bases are:

*June 17 to July 13*

Votec 450. Evaluation in Home Economics Education.  
1 unit. 1-4 TWThF, M. Mather

H.Ec. 410. Problems in Family Living  
1 unit. 10-12 TWThF, Visiting Professor

H.Ec. 378. Problems in Home Management and Home Furnishing  
1/2 or 1 unit. Individual conferences to be arranged. Consent of instructor. H. Alexander

*July 15 to August 10*

Votec 456. Curriculum Problems and Trends in Home Economics Education. 1 unit. 1-4 TWThF, Visiting Instructor, Shirley Larson

Votec 459, Section C. Workshop in Home Economics for Occupational Education. 1 unit. 8-11 TWThF, E. Simpson

H.Ec. 326. Presentations--Principles and Techniques  
3 hours or 1/2 unit, 1-3 M; 1-4 TWThF, G. Lamkin

H.Ec. 361. Development and Function of Family Housing  
3 hours or 3/4 unit. 8-11 MTWThF, E. Hansen

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instructor. M. Dunsing

H.Ec. 380. Advanced Textiles  
4 hours or 1 unit. 8-11 TWThF, R. Galbraith

H.Ec. 388. Problems in Textiles and Clothing  
3 hours or 1/2 or 1 unit. Individual conferences to be arranged.  
Consent of instructor. R. Galbraith

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## Foreword

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has increased the price of single issues and annual subscriptions.



## FOREWORD

A home economist's eye view of education in England is presented in a letter to readers of the *Illinois Teacher* from Hazel Spitze. On leave from the University of Illinois, Professor Spitze has spent half of the current school year near London with her family. She writes a thought-provoking commentary on her first-hand experiences studying the British educational system, home economics in particular. Readers will find that educators on both sides of the Atlantic face common problems and issues, such as "school leavers" and the "ban on caning." They will learn that segregation, with its damaging side effects, can occur in many nonracial forms. They may discover that in England public schools are private and that Housecraft is the British counterpart of the *Illinois Teacher*.

The previous issue of the *Illinois Teacher* included a design for curriculum change, "A Coordinated Program of Home Economics," and featured a seventh grade prevocational unit plan. The current issue introduces eighth grade curriculum materials as a continuation of the junior high school sequence. Teachers in junior high programs are encouraged to use the eighth grade unit plan, "Occupations Related to Home Economics," and to report reactions on the evaluation form provided.

Another junior high school curriculum plan, created for academically talented students, will appear in the next issue of the *Illinois Teacher*.

--Bessie Hackett  
Editor



## SOME IMPRESSIONS OF EDUCATION IN ENGLAND

*Hazel Taylor Spitze*  
Associate Professor on Leave  
Home Economics Education  
University of Illinois  
Urbana, Illinois

Dear Illinois Teacher:

When one has been on a week's visit to a foreign country, it is easy to tell a great deal about it. But when one has been there even as long as six months, it becomes much more difficult because one realizes how much one does not know and how likely it is that one's impressions may be erroneous. However, the following describes some of mine, and to help you evaluate their worth, here is what they are based on:

- (1) Reading *The Times* and *The Sunday Times* (of London) regularly--and clipping and re-reading the education articles; the local semi-weekly newspaper; the past year's issues of the two leading home economics journals; a few bulletins from Her Majesty's Stationers (the government printing office); and the prospectus of several schools and colleges.
- (2) Observations as a parent, discussions with other parents and school children, and attendance at the few functions to which parents were invited.
- (3) Conversations with headmasters, teachers, and administrators in several schools and colleges, and with two home economics supervisors, two journal editors, and several other home economists.
- (4) Visits to a few schools and observations of home economics classes.
- (5) Visits to Battersea College of Education, Christ Church College of Education, All Saints College of Education, University of Kent, Wye College, Canterbury Technical College, and Northern Polytechnic College in London.

The three things that would be most noticeably different to Americans visiting British schools for a day would probably be (1) that the children are wearing uniforms, (2) that religious instruction is a normal part of the day, and (3) that there is considerable segregation, not by race but by sex, ability level, and socioeconomic status.

The uniforms are compulsory in all private schools and most state secondary schools and suggested for the lower schools. Between schools there are similarities of style but distinct differences in color, so



that a child or youth can be identified by his dress as belonging to a given school, but all have the general bearing of a dignified schoolboy or girl. For the boys, the uniform usually consists of a blazer with the school crest on the pocket, white or grey shirt, tie, pullover sweater, plain trousers (of wool or a blend), dull socks, black shoes, and for the first-year boys, a cap which the older ones happily discard. All wear a large woolen scarf in school colors which match the tie and blazer. The trousers are usually dark grey, navy blue, or black, depending upon the color of the blazer which may be maroon, green, blue, gray, black or other dull, dark color and may be bound in a contrasting color. The overall effect is more "dressed up" and less casual than American school dress. The girls' uniform is similar with blazer, skirt, shirt, tie, pullover, and scarf, but many must also wear a felt hat with a band in school colors. During the summer term the uniform is a cotton dress. The coat for both boys and girls is a fairly heavy, belted rain-coat. In the last two years of the secondary school, there is some laxity regarding uniform, and girls may be required only to wear a skirt and cardigan of a given color and "any sensible shoes and plain colored blouse." No make-up or jewelry is permitted. Regulations about length of skirts vary, but even the more conservative ones are now allowing about five inches above the knee.

Attitudes toward the wearing of uniforms are generally favorable. No one seems to question whether the school uniform is a "good thing," and comments are made about how it "equalizes everyone within the school." No one has mentioned that outside the school it has the opposite effect and identifies a boy or girl with a given school which may be known as more, or less, exclusive than the school attended by one's neighbor or the child one meets on the street. A few do wonder whether the uniform makes the girls less attentive to their appearance. I have wondered whether the wearing of uniforms may have contributed to the youth's insistence upon extremes in dress in recent years. Mini-skirts are mini-er here than any I have seen anywhere. I have also wondered whether dressing like gentlemen would make gentlemen out of the boys--and fondly hoped that it would for one twelve-year-old in our household! If this uniform causes boys to think that this is the "proper" way for gentlemen to dress, what effect might it have on self-esteem when they enter an occupation which requires other types of dress? I don't know whether any research has been done on this question, but it is an interesting one.

## Religion and Schools

It seemed strange to our children, attending two of the local public (or state) schools, that each day began with a religious service including hymns, Bible readings, speeches (sometimes by a cleric), and prayers. There is also a regular period in the time-table for "religious instruction" at least once a week. Surveys among parents and teachers reveal that most seem eager to continue this means of "character development," and letters to editors appear somewhat regularly to urge support or increasing emphasis for this part of the program. One such survey, carried out by P. R. May of Durham University, showed that 95 percent of teachers thought all children should be taught Christianity, 84 percent thought it a part of the state schools' business, and 66

percent thought it should be required by law.

It would take much more than six months for me to understand all the interrelationships between church and state here. It is hard, I think, for any American really to understand a *state* church system, but here, of course, the Anglican Church (or Church of England) is the state church. I am told that the Church is not supported by taxation, but church and state are still intricately interwoven. The system of church schools is supported to a considerable extent by public funds. The headmaster of one such Aided School, a secondary modern near where I live, when asked to define an "aided school," said that it was a "partnership between the Church and the State." The Church had provided half the money for the building and thereby acquired a measure of control which included hiring of staff and selection of students. In another instance, a staff member at a teacher education institution told me that the Church had helped to finance its establishment and Church officials had the right to approve the hiring of staff. These connections seemed to present no problem to anyone with whom I spoke.

On November 15, 1967, the House of Lords debated the subject of religious education in schools and came down firmly in its favor. Although a few thought it was "not right to retain religion as a compulsory subject" and that "to dis-establish religion in the schools would be a healthy challenge to the laity," many others were strong in their support for continuing and strengthening the school program, and some lamented that today's children learn their first tunes from Radio One (the pop music channel) rather than hymns at their mother's knee. There was disagreement over whether children under eleven could absorb religious instruction and some wanted it dropped from the primary curriculum.

The relation between church and state is also illustrated in a report in the *Kentish Gazette*, December 15, 1967, which stated that "the Canterbury and District Joint Education Committee had asked the Church of England Diocesan Education Committee for its final views on the plan for secondary education reorganization in Canterbury and the St. Augustine's Division."

The Church of England made some official pronouncements on education in a recent report entitled "The Communication of the Christian Faith," the result of two years' consideration of the church's purpose in education, according to *The Times*, November 9, 1967. This newsstory also included an account of a secondary school teacher who had asked her thirty students to write the Apostles' creed, after having ascertained that all but one of them had been baptized. None of the children could do so. "Here," said the reporting Bishop, "was a breakdown in the responsibility of parents, godparents, and Sunday schools." One university lecturer, commenting on the situation, said that when children had compulsory religious instruction, they were apt to "come out of school with the same attitude they had to Shakespeare when they had been taught too early--they did not want it."

The difference in thinking between British and Americans in regard to church and state interrelationships can, perhaps, be illustrated by an anecdote from my son's school experience. A classmate asked him, in



a casual conversation, whether he belonged to the Church of England and then quickly caught his "mistake" and said, "No, of course you don't. You belong to the Church of America, don't you?"

## Selectivity in Schools

Britain has its immigrants, many of them black (usually from the West Indies) and many of them brown (usually from India and Pakistan, sometimes by way of Kenya or some other African country). They are recognizing an "immigrant problem" in the schools, and educators are talking and writing about how to help these children to have a fair chance. They are not deliberately segregated, but as in our northern cities, some schools have a disproportionate share because of housing and because new immigrants tend to settle where relatives and friends have settled earlier. About three-fourths of these immigrants live in the London area and the West Midlands, which is the industrial area including Liverpool, Manchester, and Birmingham. I have seen very few where I live in Kent.

Some of the reports and recommendations regarding education for immigrant children sound much like those we hear at home regarding our own "disadvantaged." One study revealed (in *The Times*, December 6, 1967) that immigrants do not lower school norms and described the positive contribution that the newcomers make to the schools and the community.

A plan to integrate colored children by "rationing" them out throughout all schools in a town was opposed by the Campaign Against Racial Discrimination which recommended instead that the town's ghettos be removed (*The Times*, November 30, 1967). How to accomplish the latter was not explained.

Some of the priorities for education for immigrants being considered are: (1) more nursery classes, (2) extra books and equipment, increased grants, and more graded posts for teachers in schools with many immigrant children, (3) research into problems of effective teaching of English, (4) avoidance of rigid streaming in secondary schools which concentrate immigrant children in lower streams, and (5) help for immigrant families in realizing the full range of higher education opportunities available (*The Times*, November 21, 1967).

It seems to me at this point, however, that this problem (although it is worsening) is less serious than some other types of school segregation which have been going on here for centuries. One of these is social class. Private schools, the most exclusive of which are the famous so-called English Public Schools, occupy a much stronger position in primary and secondary education here than in the United States. And, strangely enough to us, they receive considerable support from public taxation. The tuition fees for about one-third of the students are being paid by the state, according to *The Sunday Times*, October 15, 1967; and a research study at the London School of Economics showed that the Public Schools receive five million pounds a year in indirect subsidy through tax relief, selective employment tax returns and endowment tax relief (*The Times*, January 21, 1968).



An unanswered question, and a seldom asked one, is whether attendance at private schools or the more exclusive state schools encourages snobbishness, and if so, with what results for the society.

In a letter to the editor of *The Sunday Times*, October 1, 1967, the chairman of the Comprehensive Schools Committee quoted the *Times* education correspondent as saying that "perhaps the most damning evidence against the selective system is that the high standards of the elite seem to be bought at the price of low accomplishment of the rest." He then quotes supporting evidence from a study of a national sample of children born in March 1946 who were tested for ability and achievement at age eleven and again at fifteen. The performance of children who had gone to grammar schools at eleven was compared with that of other children who, although equally able at eleven according to the research tests, had gone to secondary modern schools. The results showed that the average test score of the grammar school children had improved while the average score of the children who went to secondary modern declined. Chairman Armstrong stated that it was "plain that the comprehensive school reform is indeed one of the major social reforms of our time, and already long overdue."

A second form of segregation is by ability level. There are three types of public (or state) secondary schools in Britain, besides the comprehensive which is now coming into being. The Grammar Schools serve the top ability level (not more than 20 percent), and traditionally the curriculum has been geared mainly to preparation for higher education although not all students continue there. The Technical Schools (or Technical Colleges as they are often called) serve another small percentage in the upper ability range who show aptitude for the skilled occupations. The rest, except those who attend private schools, go to the Secondary Modern Schools.

The decision as to which of these three types of schools a child will attend has traditionally been made when the child is eleven and is based on the "Eleven-Plus Examinations." It was reported in *The Times*, October 30, 1967, that "almost one-third of the young patients being treated by a consultant psychiatrist at Birmingham Children's Hospital are suffering from emotional stress caused by worry over the Eleven-Plus examination." Of this Mr. Denis Howell, Member of Parliament and Parliamentary Under-Secretary to the Department of Education and Science, said, "It would be impossible to find more damaging evidence of the absurdity of the Eleven-Plus, or any similar examination, than this."

This is changing, however. Where children are still streamed into these three types of schools, decisions are based, in some schools, on examinations at the end of each of the last three years of primary school and on recommendations by the teachers.

Nevertheless, many people seem to feel somewhat disgraced when their children are assigned to the Secondary Modern schools. One of my neighbors seemed apologetic when telling me that her son attended such a school and added that if the primary school had been better, he would have "made it to the Grammar School." A couple of other neighbor boys apologized for themselves when they were introduced to me, explaining

that they were "not very smart"; they attended the same school. Some parents opt out of the state system when their children are not assigned to the Grammar School and send them to private schools instead, even if it means putting them on a train every morning or sending them to a boarding school at considerable expense. These boarding schools charge up to \$1500 a year for those who live in and up to \$900 for "dayboys" who live at home.

The third form of segregation is by sex. Most of the private and the state Grammar Schools have been single sex schools. Many people still seem to feel that these able students will be more scholarly if the other sex is not around to distract them. To us personally, this has meant that after six months here, our son knows not a single English girl his own age, and our daughter has met only a few boys (through neighbors or girl friends at her school)--a great disappointment.

The Secondary Modern Schools, on the other hand, are usually co-educational, as are some of the Technical Schools. The sex distribution at the latter may depend upon what skills are being taught in a particular school. In the Canterbury Technical College which I visited, the Principal told me that a third or more were girls, mostly in the secretarial courses and the Department of Home Management and Catering. These institutions are a blending of secondary and higher education, and if the students stay for the full three years, they should acquire the equivalent of some of our post-high school institutes.

Co-education on a more general scale is being discussed, however. One headmaster was quoted in the *Kentish Gazette*, October 27, 1967, as having said that "co-education follows logically from a belief in the equality of men and women." He continued, "Boys and girls learn to live together, and about each other, naturally and easily, and the girls especially find it easier to adjust to university life. A mixed staff could benefit both the children and the staff-room atmosphere, and women and girls could have a 'humanizing' effect on a school. The range of activities available in a mixed school could be wider." In the same newspaper on November 17, 1967, another headmaster was said to have told an audience of parents that "coeducational schools are best suited to society's present needs."

But dissenters are ever present. As reported in *The Times*, November 20, 1967, a plan to merge a Church of England girls' school with a nearby boys' school was being fought by parents who said that standards would be lowered and that the boys would be a bad influence or a distraction. On February 28, 1968, *The Times* reported an address by a young science teacher which warned of "the difficulties that could occur when children aged fourteen were transferred from a single-sex school to a mixed comprehensive scheme bang in the middle of adolescence when sex is all the rage."

## Organization

Equivalences between the British and American systems are difficult to state, but at the risk of some oversimplification we might look at



the two in this way:

Age of child	American school grade	English system	
5	kindergarten	}	Infant school
6	1		
7	2	}	Junior school
8	3		
9	4	}	1st Form
10	5		
11	6	}	2nd Form
12	7		
13	8	}	3rd Form
14	9		
15	10	}	4th Form
16	11		
17	12	}	5th Form
		}	Lower 6th Form
		}	Upper 6th Form

There are differences between the two systems, some subtle and some more obvious. For one, the division between primary and secondary school is a year earlier. For another, compulsory schooling ends with the term in which the student becomes fifteen. Some are able to secure jobs in industry at this age. If they are apprenticed, there is a "day release" plan which enables them to attend school or a technical "college" one day each week, and they often take one course in the evening as well.

If they leave school at fifteen and if they are average age in grade, they will complete no more than the Fourth Form. Of course, they may stay for the Fifth and Sixth Forms if they are academically able to carry the work and choose to do so. At the end of the Fifth Form, they may take "O-level" examinations in whichever subjects they wish. Many take four or five, and some as many as seven. Passes in three O-levels are required for admission to some of the institutions for further (not to be confused with *higher*) education and for some jobs.

There is no graduation from secondary school as we know it. In one sense the O-level passes (meaning Ordinary level) serve a purpose similar to our high school diploma, although there are obvious differences. A transcript indicating that a student has earned a year's credit in sixteen courses is not the same as passes on examinations in a few subjects. On the other hand, a pass in a given O-level might indicate competence equal to that expected of a student with two or more courses in that subject.

The examining is done externally (i.e., not by the student's own teachers) and the examinations are prepared by the University of London. Those of previous years can be purchased to aid students in their preparation. It seemed to me, after examining nearly thirty dated 1967 and 1968, that there was wide variation in the quality of the questions and to some extent in difficulty. Some examples follow.



A two and one-half hour history examination required the student to answer five questions from among twenty-four alternatives on world affairs from 1919 to the present, at least two of which were to be from the general section and two from the section entitled "Britain, Europe and the Commonwealth." Instructions stressed the importance of good English and orderly presentation and suggested that maps should illustrate where appropriate. Sample questions included: (1) Indicate the course of the Cold War from its origins to 1954. (2) Give an account of the constitution of the U.S.A., indicating briefly some of the ways in which it differs from the system of government in the United Kingdom. (3) Describe the main changes since 1919 either in transport and communication or in painting and architecture. (4) Outline developments in one of the following since independence: Ghana, Nigeria, or Kenya.

A two-hour English language examination (there is a separate one for English literature) contained no grammar, punctuation, and the like but required understanding of language to be shown in the interpretation of quoted passages from a BBC dialogue and a story or feature article. The questions included fifteen on the latter (all to be answered) such as: (1) Give in a single word or a short phrase the meaning of any three of the following words as they are used in the passage: garish, futility, dominion, conventionalised, resolute. (2) Write a single correct sentence of not more than 20 words describing the effects of the bullet on the elephant. (3) In lines 24-25 the author says 'that when the white man turns tyrant, it is his own freedom that he destroys.' Explain briefly in your own words what he means by this. On the BBC dialogue there was one question: Using only the information and arguments included in the passage, write a report not exceeding 160 words summarising (a) the legal difficulties, (b) the nature of the objections of the BBC and other bodies to a substantial increase in record-broadcasting, and (c) the prospects of a change in the situation. This examination struck me as more reasonable, more difficult, and more interesting to students of this age than the history one.

In home economics there are three separate O-level examinations in Cookery, Needlework, and Embroidery. In Cookery there is a two and one-half hour practical test in which a meal is prepared such as "Prepare, cook, and serve a two-course luncheon for two people; include dishes that will show your skill in cooking vegetables; make some biscuits." The other two and one-half hours of Cookery required answers to five questions from eight alternatives such as: (1) Describe the structure of meat. How can you ensure that a joint of meat will be tender and digestible when cooked? What foods can be used as a substitute for meat in the diet? (2) How can the housewife save fuel in cooking? Plan a morning's cooking showing how fuel may be used to the best advantage. (3) What care must a housewife take in the storage and preparation of food to safeguard the health of her family?

The other two home economics examinations also had both practical and written parts. The Needlework required making part of a blouse and the written questions concerned pattern alteration, stain removal, wardrobe planning, interfacing, pressing, hemming, and hand stitching. The Embroidery included creating and working a design and questions about the history of embroidery and the uses of embroidery in clothing and home furnishing.

Some of the content of our home economics courses is included in other subjects here. For example, in an O-level Economics examination I found the question: Describe the services which your family enjoys in return for the taxes it pays. But some, especially child development, seem to be absent from the curriculum.

Students academically unable to take these General Certificate of Education O-level examinations may take, a year earlier since they may be leaving school, the Certificate of Secondary Education or CSE exams. Some teachers feel that preparation for examinations of some kind is highly motivating to their students.

Students who pass the GCE O-level examinations and continue into the Sixth Forms may prepare themselves for GCE A-levels, or Advanced level examinations, at the end of two years. The Sixth Form curriculum, which is undergoing change as I shall mention later, has been geared to serve the few who go on to the universities. Students choose three subjects for A-level preparation; these three subjects may be French, Spanish, and German; or they may be art, music and English, or math, physics and chemistry, or whatever the student wishes as long as the school has staff and facilities to teach them. They will almost invariably be *either* humanities *or* sciences, and not a combination of both. Some educators and others have been alarmed recently at the lack of interest in science among Sixth Formers, and efforts are being expended to increase this interest. A student is expected to have considerable competence in English even if this is not one of his A-levels, and he will also participate in the school's physical training program and probably other activities, such as music or debating, if he feels he has the time.

Passes in two A-levels are required for university entrance, but competition is keen and most students strive for three. The score on the examinations is also of importance and may qualify one for a "pass with merit." Hence, these examinations create some of the same tensions that the Eleven-Plus creates for the younger children. Schooling is a serious matter, and if the students have any social life, it is usually not centered in the school.

Some would argue that a student who has completed Sixth Form and passed A-levels is equal in competence to American students with one or two years of junior college. In their specialty, they certainly do go beyond the subject matter covered in most of our high schools. And they are often given more freedom for independent study than in many of our high schools. But their specialization is narrow; hence, one could not say with such certainty that they are "better educated" than our high school graduates. One British college graduate, sitting next to me at a luncheon, said, after we had just heard another Britisher assert that students here are about two years ahead of their American counterparts, "I think she's right in certain areas, but your high schools turn out students with a broader education, more able to take their place as citizens if they don't go on for further study. And, of course, you educate a far greater proportion of your people to that level than we do."



There is an annual ceremony at the secondary schools, which the Headmaster's secretary explained, when she invited me to one, as somewhat like our graduation; it is called the Prize-giving or Speech Day. There is a speech by some invited guest and one by the headmaster; and all the dignitaries, including the Mayor and Mayoress and the Board of Governors, are invited, along with the parents. The more important part, however, seems to be the distribution of the "prizes," i.e., awards, honors, scholarships, etc., to appropriate Sixth Formers and a sprinkling of those in the lower Forms. There is a Physics Prize, a Maths Prize, etc., for the students who scored highest on these examinations, and there are prizes in athletics, instrumental music, and the like. At the end there may be a brief speech by a student, the head Prefect of Upper Sixth, who expresses appreciation for the whole. At the ceremony I attended, the staff marched in, wearing academic robes if they held degrees, much as our university faculties do at commencement. These academic robes may also be worn for the daily religious service and other school ceremonies.

### Educational Reforms

The British are aware that reforms are coming in their educational system, and some of the reports and recommendations have become almost household words, e.g., the Newsom Report which had recommendations regarding slow learners and other disadvantaged children, and the Plowden Report with action sought on lowering the student-teacher ratio, increasing nursery schools, and providing extra help and extra equipment for teachers. Lady Plowden also called for the abolition of corporal punishment and for closer cooperation between home and school. Educators and government officials are concerned that more students have the opportunity for higher education. At present, according to *The Sunday Times*, January 7, 1968, only 7 percent of the age group can find places in higher education. Perhaps this accounts for my observation that fewer students seem to want or expect to attend universities than in the United States. In the Sixth Form which my daughter attended, there were many girls of high intelligence who seemed satisfied to prepare for sub-professional jobs and had no plans to try to enter a university. Others, no doubt, feel as my young hairdresser did when commenting upon my daughter's intention to go to the university. "Poor girl," she said, "I could hardly stand three years of technical college [i.e., secondary]. My friends were having a good time, making money and buying nice clothes, and I was slaving away."

Three of the reforms being discussed most frequently and most vehemently now are: (1) the reduction or elimination of selectivity in secondary education and the establishment of *comprehensive* schools to replace the separate schools previously used; (2) the raising of the age for which schooling is compulsory to sixteen; and (3) the liberalization of the Sixth Form curriculum.

The biggest fight is in regard to the comprehensive; it has become a political issue with the Labour Government on the side of rapid conversion to a comprehensive system and elimination of selective schools. In the old system, about 10 percent of the children attended independent or private schools, 20 percent selective state schools, and 70 percent nonselective state schools (*The Times*, October 16, 1967).



The overall plan is for all secondary schools, state and private, to be combined into a single state system. The Department of Education and Science has requested that each Local Education Authority submit a plan for its own area, and many kinds of plans are accepted by the Department. As one might expect, the private schools are strong in their objections. One of their more enlightened spokesmen had this to say in *The Sunday Times*, February 25, 1968: "Rising fees and doubt about their advantage in a more egalitarian society will reduce their number. So would competition from better State schools. Those public [i.e., *private*] schools that survive will do so because they provide something good at a price sufficient people will pay. As such they will require no support, need no apology and deserve no attack."

Many parents are still insisting that they should have a *choice* about where they send their children to school and believe that they should be able to choose between the private, the selective state, and the non-selective school. They have not explained how Britain in its economic crisis can finance three systems; nor have these people insisted that there be three telephone or gas lines on their street so that they can have a choice about which one to attach to their house. Perhaps if all the resources were pooled in one system, it might achieve such quality that no one would long for any other choice.

According to some estimates, this drive to "go comprehensive" has been about half completed. It has made considerable progress in the London area, but in others, such as here in Canterbury, there seem to be interminable delays, and plans are still being discussed. It is very hard for some people to accept that grand old Grammar Schools, begun in the twelfth century, should be transformed into comprehensives where all the children of all the people are welcomed.

Some Labour Party members are urging that sanctions be enforced against local authorities who will not move toward comprehensive education, and the Comprehensive Schools Committee claims that at least half the schemes so far approved have been unsatisfactory (*The Times*, February 23, 1968). Ways in which they say comprehensives are being thwarted include: (1) delay in submitting plans for reorganization, (2) plans which do not eliminate selection, (3) plans which do not include all the schools, (4) long term plans with no dates for implementation, and (5) plans which suggest co-existence of comprehensive and selective schools.

Some of the suggestions for incorporating the private schools into the state system have included the requirement that half the students in such a school be "state" students, i.e., their tuition paid by the government, but others have questioned whether this would alter the schools' fundamental class structure. In addition, as one distinguished educator said, "It is extremely difficult to justify to ratepayers [taxpayers] the spending of 600 pounds a year on sending one boy to Eton and only 130 pounds a year on another attending the local grammar or comprehensive school" (*The Sunday Times*, February 18, 1968).

## Dropouts

The term "dropout" is not used here in Britain; the children who do not continue in school are "school leavers." In 1966, for the country as a whole, 57 percent of the fifteen-year-olds had left school; regional differences showed 47 percent in the Southeast and 68 percent in the North, with some cities having as many as 77 percent out of school. For sixteen-year-olds, the percentages that are not in school range from 70 in the Southeast to 82 in the North (*The Times*, October 5, 1967, January 7 and 13, 1968). Here, as in the United States, unemployment of out-of-school youth is a problem, and many in some areas soon drift into National Assistance (public aid) (*The Times*, September 19, 1967).

The decision to raise the school-leaving age to sixteen was made several years ago, with recommendations having been made as far back as the Education Act of 1944, and the year of implementation was to have been 1970/71. Both Conservatives and Labourites agree that it is needed, but because of the present economic crisis in Britain, there has been a two-year postponement. Loud protestations have been heard, and some argue that this is a false economy, that a broader educational base is exactly what is needed to put Britain "back on its feet." One Cabinet member resigned in protest. But Gordon Walker and his Department of Education and Science felt that this was one of the lesser evils when they were forced to effect some economies in educational expenditures. Other reductions were in the universities' capital building program, adult education, youth service, public libraries' building, aids to "direct-grant" schools, grants to students in higher education, and withdrawal of free milk in secondary schools (*The Times*, January 17, 1968).

Some teachers' groups have opposed raising the school-leaving age on the grounds that schools were not ready to provide programs of value for these children or that teachers do not know how to handle "that type of child"; or as the National Association of Schoolmasters (*men* teachers) said in a resolution, "It would have an adverse effect on the educational system" (*The Times*, December 29, 1967). But the National Union of Teachers and some other groups favor the plan. Perhaps with the postponement, buildings and teachers can be readied so that the fifteen-year-olds who are required to stay in 1972/73 will be better served. Since the date has been postponed, it is expected that the students will be required to complete the year, rather than the term, in which they become fifteen, so that some will receive an extra term or two of schooling in the interim.

## Sixth Form Curriculum

The changes in the curriculum for the Sixth Form which are being recommended emphasize the importance of a broader educational background. In a report of the Schools Council published in December 1967, it was suggested that, instead of the present three A-level subjects, Sixth Formers take only two and that they also take some elective courses and general studies which would not be externally examined. It is felt that this liberalization will serve better those students who are not



going on to higher education and also broaden the base for those who do (*The Times*, December 28, 1967).

Any change in Sixth Form curricula must be acceptable to university officials since preparation for higher education will continue to be one of its main functions. Hence, the opinion of such officials on the proposals was sought and found to be somewhat negative. While agreeing on the need for curriculum reform and for a less narrow specialization, their opinion seemed to recommend increasing the number of A-levels instead of decreasing it. Their reasoning was that unexamined subjects might seem less important, and the students might concentrate on their *two* A-levels and become even more specialized. With four or five equal major subjects, all of which are externally examined, they felt that the syllabus content of each could be reduced and a broader educational base obtained. Recognizing that this might reduce the standard of factual knowledge at age eighteen, they suggested that university courses might need to last four years instead of the present three (*The Times*, November 20, 1967).

In the Dainton Report, to be published by the Government this spring, some additional recommendations are expected such as: All secondary school students should study mathematics until they leave school, and they should do both arts and science subjects instead of opting for one or the other. Sixth Formers should study five subjects instead of three, and these should include mathematics, a natural science, a social study, and a language and literature study. University entrance requirements should not be passes in two or three A-levels but a total score on all five subjects. These subjects should be of reduced content and should place less emphasis on the regurgitation of memorized, factual knowledge. Universities should stage more refresher courses on new methods and techniques for teachers. Some feel that "after sixty years something of major significance is stirring in the undergrowth" and the changes may be revolutionary (*The Times*, February 8, 1968).

In other words, something may be happening in a few years. With the fuller development of the comprehensive system and the raising of the school leaving age, increasing numbers of students will, no doubt, be enrolled in Sixth Forms and their needs and ability levels will vary more widely. One interesting experiment which might become a model for more schools is that of a "Sixth Form College" attached to a traditional Grammar School in a mining area of Yorkshire. It increases educational opportunities for children of working-class families, and two-fifths of its enrollment of 360 come from secondary modern schools. It is co-educational, and its students, who run their own affairs through an elected students' council, are said to be self-assured, confident, and independent, respecting the trust that has been placed in them. Each student's program is unique. Some do three or four A-level subjects, some do two or three O-levels, some take business subjects, some take no examinations. *The Times* (December 11, 1967) account of this experiment also stated that "such subjects as music, *housecraft*, engineering or drama are taken as 'fun' options in addition to O- and A-levels!" (Punctuation and italics added!)



## Other Plowden Recommendations

The Plowden Report recommendation that corporal punishment be abandoned has not been implemented, and from time to time I have seen reports in the newspapers of teachers who abused this "privilege" and a few who have been dismissed for beating their students. Some of this abuse occurred in the Approved Schools, i.e., the schools for delinquents, so-called because they are approved by the government but run by private groups or individuals.

In Cardiff the local education authority recently imposed a twelve-month "ban on caning," and the teachers claim that delinquent and anti-social behavior has increased. A statement by the Cardiff Association of the National Union of Teachers said that "these naughty children, controlled in the past because they knew the head teachers had the power to punish them, are now an extremely disturbing influence in the schools for they are often openly defiant and frequently use obscene language." The teachers have asked the City Council to rescind the no-caning order.

In some schools, I was surprised to learn, the Sixth Form Prefects (selected students who serve as a sort of monitor) have the power to punish younger children, but not with the cane. They may require detentions, work details, or assign "pages," i.e., pages of writing which may be anything from an essay on football in Ethiopia to a page of graph paper with the Greek letter beta in every square! Such punishments may be meted out for boisterousness in the hall, unacceptable manners at the dinner table, or other such infractions of the rules.

Progress is slow in the implementation of the Plowden recommendation for increased cooperation between the home and the school. Inquiries about PTA brought a laugh in some cases, and some people with whom I spoke seemed convinced that PTAs in the United States were organizations of parents who tried to dictate to the teachers and administrators what they should do! Perhaps it is no wonder that they are not eager to organize them in their schools, nor to have parents come to visit. I asked permission to visit classes in the school my son attended and was told by the headmaster that he had never had such a request before, that he had no objection but would have to put the request before his teachers, and that he would let me know. I never heard anything more. Later when I wished to visit schools, I started at a higher level and got permission from a head supervisor or a county official to visit as an educator, not as a parent. Cooperation was splendid and everyone was extremely cordial.

Some schools do have Parents' Associations. The one at my son's school met about twice a year, so I was privileged to attend one meeting which turned out to be a dance with bar and buffet--and a ten-minute business meeting at intermission! I was told that this was quite atypical, however, and that some Parents' Associations have meetings more like our PTAs. I wished for an opportunity to meet all the teachers and hear about the curriculum, but it never came, although the headmaster was happy to answer our questions if we requested a conference.

School "dinners" are subsidized by the government and available to the children at very low cost, about eighteen cents even after the expected increase this spring. Free milk has been available at the mid-morning break, but in the secondary schools this has been eliminated by the recent economy measures except where Local Authorities wish to finance it. Supervision of school meals has been done by teachers, but after a considerable fight by the National Union of Teachers including strikes in some areas, progress is being made in securing auxiliary personnel for this task.

The NUT (National Union of Teachers) has also been working for higher pay for teachers, equal pay for men and women, removal of salary differentials between teachers in primary and secondary schools, and removal of unqualified teachers.

All television channels broadcast some programs for schools, and the day I spent in front of my set watching these educational efforts was a most profitable one. Master teachers were helping children of all levels to learn concepts and relationships in meaningful ways. Experiences were provided through which children were led to raise questions, and teachers helped them design their own experiments to find answers. Meaning was drawn from their own observations. Programs included primary science and physics, history, literature, and improvisations in drama, the latter with the dual purpose of understanding literature and understanding ourselves and today's problems. In one case, students role-played Juliet "as a teenager with feelings like yours," and in another, students represented Vietnamese villagers, a Viet Cong agent, and an American. They were asked, "How can the villagers decide what to do?"

There are also plans for an Open University to be conducted on television beginning in 1970 if the economic crisis does not cause its postponement.

## Similarities

I have emphasized the differences between education in England and the United States, perhaps because they are more interesting. But there are important similarities. Both systems have as their major objective the preparation of their students for life as effective citizens in a free society. To this end, both place the highest priority upon helping students to think for themselves, to be independent, to be able to solve their own problems. Both recognize that life in today's free society demands vocational competence, ability to communicate and to get along with other people, personal health, ethical character, and ability to use leisure constructively. We may pursue these objectives in different ways at different times, but the fact that we have similar objectives makes our systems more alike than would similarity in subjects taught, teaching methods, types of examinations, school calendar, types of buildings, or a host of other factors.

When I asked my twelve-year-old son what he thought were the differences between English and American schools, he said, "They're just the same except that here in England you wear a uniform and you have to



say 'Sir' to the masters." They are not really *that* similar, but perhaps they are becoming more similar, especially in regard to a major emphasis in American education, that of educating *all* the children of *all* the people, rather than a small elite.

Much has been said in the last several years in comparing British and other European school systems with those of the United States. Some, including one well-known admiral, have insisted that the United States suffers in these comparisons, but I have seen no evidence here that British schools are on the whole any better than ours, nor that the best of British schools are any better than the best of ours. The argument is probably a futile one anyway; if each can benefit from the strengths of the other, both can be improved. And we all know that there is always plenty of room for improvement.

### Home Economics

Home economics in secondary education in England is variously called domestic science, domestic subjects, housecraft, and sometimes, home economics; or it may be called cookery and needlework, separate subjects. My visits to departments in two local secondary schools reminded me, in terms of both curriculum and equipment, of those in which I was a high school student thirty years ago, but the general picture is not so dismal. Enlightened leadership, at the national level and in many local Education Authorities and individual schools, is suggesting change and experimentation.

At a London school which I visited, a pro-home economics headmistress was trying out a new program for the fourteen-year-olds who would leave school at the end of the current term. Four days a week they followed the usual "lesson schedule," but on Wednesdays they had a simulated work day to acquaint them with "life outside of school." They worked (on their feet so they can see what it is like to get tired) in the foods laboratory in the mornings, with the coffee break that employees usually have. The afternoon program, which might last until 4:30 or 5:00 and include tea, was widely varied with field trips to possible places of employment, old folks' homes where services might be given, government agencies where services might be obtained or learned about, and the like. There was also a preparation for marriage unit which, on the day of my visit, was culminating in a buffet luncheon for the bride. Guests, besides the chief London supervisor and myself, included teachers, the headmistress, and several members of the Board of Governors. There were flowers for the guests, a lovely buffet table, and a table of "gifts for the bride." Perhaps the latter could serve as an opportunity to make consumer education real. (What will be your gift for the bride and how will you judge its quality?) Since the girls were allowed to come "out of uniform" for this special occasion, part of the educational value was in discussing suitable dress. One of our fourteen-year-old hostesses told me that she was engaged but expected to work a couple of years before she married; others also seemed eager to "get a job." The program bore some similarities to some of our "orientation to the world of work" efforts.

Home economics scored a hit in being one of the first few fields



to prepare for teaching by closed circuit television in London. I visited the television center, operated by the Inner London Education Authority, and saw one of the trial programs in rehearsal. Selected teachers have been released from their schools for a term to come to this center and receive instruction in television teaching, and the best of these will later be employed to teach via this medium. The fifteen-minute program which I saw in production was an interesting effort to teach money management and included explanations, via interviews with appropriate government employees, of what the consumer "buys" with his tax and social security payments. The enthusiasm of the London supervisory staff was instrumental in securing this opportunity for home economics. The head of this staff, a very stimulating and forward-looking person, was my genial hostess for the above-mentioned visits.

On another occasion I met the charming chief of Her Majesty's Inspectors for home economics of the Department of Education and Science, and she, too, was very much aware that home economics is not "cooking and sewing" and was interested in exchanging ideas about our common problems. She inquired about how we finance supplies for foods classes and expressed concern that their method of financing sometimes affected curriculum adversely. The girls bring ingredients, or money to pay for them, and take the products home, and since mothers were more eager for pastries than cauliflower, an undue amount of class time was often spent in baking.

From her I also learned a bit about an interesting type of in-service education provided for teachers by Local Education Authorities (e.g., city or county units). In locations known as Residential Centers, these Authorities offer courses or conferences of a few days or a few weeks, and teachers' applications are accepted on a first-come first-served basis. If accepted, teachers are released from their schools and substitutes provided for their classes. Some of the Residential Centers are at seaside resorts or "charming old mansions in garden settings" and sound as if no teacher could resist applying! The planners have recognized, as do all educators who provide for residential education, that living together enhances opportunities to learn.

I visited two colleges of education where home economics teachers are prepared, both small institutions in London which are branches of the University of London Institute of Education. Like most "training colleges" for teachers here in Britain, their program is a three-year one culminating in a Certificate but not a degree; a few stay for a fourth year and receive a B.Ed. degree. A few teachers secure a home economics degree at Queen Elizabeth College or a similar institution and then go to a training college for a year to prepare for teaching, but most teachers in home economics as in other fields, do not hold degrees.

One interesting feature of the curriculum at Battersea College of Education is in the area of home management. Each student, during her first year, visits a given local family often enough to become well acquainted and to learn something of the way its members live together, keep house, spend money, and the like. The families are chosen to represent variety in life cycle stage, social status, economic level,

size, etc. Seminars are arranged through which the students share their learnings, and a paper is written. Later, in the first clothing construction course, a garment is made for a member of the "adopted family," and all are invited to an exhibit of these garments and a party when they receive their gifts.

During my visit to Battersea I was privileged to have lunch with the staff in the college dining hall and to see the facilities, including a new addition with several "tutorial rooms," i.e., small offices where staff members may see students individually or in small groups.

At the College of All Saints, the head of the home economics department described their teacher preparation curriculum as stressing the family as a cultural unit rather than as a means of feeding, clothing, and housing its members, and she emphasized the importance of helping students learn how to learn so that they can keep up with changing times. My pleasant visit at her Department included a lovely luncheon prepared by a third year foods class and a tour of the college with stops at the "home management flat," a student's dormitory room, a staff suite in the dormitory, some laboratories and offices, and the chapel.

A third college of education which I visited several times in Canterbury does not prepare teachers of home economics, but exchanging views with staff members was nevertheless interesting and stimulating. On one occasion I was invited to speak to the third year students and some of the staff on "Going to School in the U.S.A." After class one male student told me that I was the second "real live American" that he had ever met, the other being a seventy-five year old man from Hawaii. He thought the two of us had something in common, namely a zest for our country. Such incidents make one realize how opinions are formed and generalizations made about the United States and how important it is that each of us, as visitors to foreign countries, give thought to the impressions we create.

I was fortunate to meet the editors of the two major home economics journals during my stay in England. One journal called *Housecraft* is the official organ of the Association of Teachers of Domestic Science, and the other, *Home Economics and Domestic Subjects Review*, is the "unofficial organ" of the Association of Home Economists of Great Britain, which has a high proportion of home economists in business and industry. It is a private publication, but since the Association has no official organ and *Home Economics* gives some space to its activities, it serves a semi-official function. I attended one meeting of the London Association of Home Economists and felt honored to meet many VIPs of the profession including the national president who, with her housemate, the first editor of *Home Economics*, entertained me at dinner in their home. Many times I was overwhelmed by the generosity of British hospitality!

These two journals provide a medium through which leaders can speak to the profession, and both contain provocative articles and editorials. Two examples which indicate the changing nature of home economics are found in M. E. Robertson's "Do We Need a New Look at Domestic Science Teaching?" in *Home Economics*, September 1966, and Jean Lawrence's "Housecraft in Modern Secondary Education," in *Housecraft*, January 1968.



High school teachers would be interested in Mollie Hart's "Education in Family Living" in *Housecraft*, February 1968, in which she describes a home management house experience for girls of about fourteen; and HEIB's and adult educators would enjoy Gillian Loader's "Behind Locked Doors ..." in *Home Economics*, February 1968. A home service adviser of a Gas Board, Mrs. Loader teaches a weekly cookery class in a prison as an "extracurricular" activity.

Another very interesting and enjoyable contact was at Queen Elizabeth College of the University of London where degrees can be obtained in either Household Science or Nutrition in separate departments. When I visited there, the head of the Department of Household Science was on sabbatical leave in the United States, but I enjoyed meeting other staff members and seeing the college. Later I did meet the Head and, over a delightful lunch, I learned about the preparations for the Bristol conference of the International Federation of Home Economists in which she is very active.

I do not know whether any home economics department can claim the credit for it, but I was interested to note that the 1968 Schools Science Fair Competition, sponsored by the *Sunday Times*, the British Association, and BBC Television, was won by a team of nine girls whose project dealt with crease-resistant fabrics and detergents. Runner-up was a team of five boys with "an ambitious project connected with a type of turbine which works at a high speed with a very low head of water, and its possible applications." Over four million viewers saw these projects on television.

Seeing all these things and living in England for six months has been a great experience. I do not know whether my impressions of their education are correct or not. If you have been there or made a study of the English system, I would be happy to compare notes. Did your impressions agree with mine?

Sincerely yours,

Hazel Taylor Spitze





## CURRICULUM GUIDES FOR A COORDINATED PROGRAM OF HOME ECONOMICS

As reported in the previous publication of the *Illinois Teacher*, an extensive curriculum project, directed by Elizabeth Simpson, is under way in the Division of Home Economics Education at the University of Illinois. The greater portion of the past issue was devoted to materials developed in connection with this project. Materials included were: The proposed model and bases for a coordinated program of home economics; scope and sequence charts; course outlines for the seventh grade and a pre-vocational unit plan, "Developing Qualities for Friendships and Employability." It is suggested that readers refer to these materials as they continue to examine plans developed for the junior high school level.



Dr. Amy Jean Knorr, left (shown with Mrs. Hackett), provided in-service curriculum instruction by sharing her specialized knowledge with staff members and by guiding their work on the project.

Materials, as they have been developed in connection with the curriculum project, were appraised by employers, vocational teachers, and educational specialists. Revisions have been made according to the suggestions of the various consultants.

## Working on the Curriculum Project



Mrs. Winifred Davis,  
Research Assistant,  
locating occupational  
reference materials.

Professor Knorr with  
Miss May Huang,  
Research Assistant,  
examining card file  
of resources.





## TOPICAL OUTLINES OF UNITS, GRADE 8

The junior high scope and sequence was planned so that basic units are introduced in the seventh grade. Supplemental content, building on concepts of the foundation course, provides enrichment and extends learning in the eighth grade. Readers will notice that outlines for the occupational unit have been developed in greater detail than for the other eighth grade units.

Teachers' reactions to the topical outlines are solicited. Comments may be written on the evaluation form provided for the eighth grade unit plan.



Dr. Mather, Dr. Simpson, Mrs. Hackett, and Dr. Knorr plan strategy for evaluating the junior high program.

## Home Economics Grade 8 Unit Outlines

*Unit I. Understanding Personal Development*

- I. Concepts of femininity.
- II. Feminine responsibilities.
  - A. As a daughter.
  - B. As a sister.
  - C. As a friend.
  - D. In relationships with boys.
  - E. As a citizen.

*Unit II. Understanding Others*

- I. Concept of friendship and bases of friendship.
- II. Understanding other girls.
  - A. How girls are alike and different.
  - B. Sources of difference.
    - 1. Home and family.
    - 2. Ethnic and religious background.
    - 3. Personal qualities, such as abilities, interests, etc.
- III. Understanding boys.
  - A. How boys and girls differ with respect to physical development, interests, attitudes, and goals.
  - B. Sources of these differences.
- IV. Understanding parents and other adults.
  - A. Concept of parenthood and responsibilities of parents or other adults who care for child needs.
  - B. Pressures on parents and parent substitutes.
- V. Understanding older persons.
  - A. Older family members, as grandparents and friends.
  - B. Needs and interests of older persons.

- C. Contributions of older persons to the family and to society.

*Unit III. Occupations Related to Home Economics Requiring Varying Levels of Preparation*

- I. Guidelines for making a vocational decision.

- A. Interests and abilities needed.

- 1. Physical requirements.
    - 2. Mental health status.
    - 3. Emotional maturity.
    - 4. Degree and kind of mental abilities.
    - 5. Degree of socialization required.
    - 6. Combinations of interests and abilities.

- B. Educational and training requirements.

- 1. General Education.
    - 2. Employment Education
      - a. High school.
      - b. Vocational school.
      - c. Technical school.
      - d. College.
      - e. Graduate study.
      - f. Special courses.
      - g. Adult education.
      - h. Apprenticeship, internship.
      - i. On-the-job training.

- C. Restrictions in occupations.

- 1. Requirements for licenses, certificates, union or professional affiliations.
    - 2. Special restrictions.
      - a. Age.
      - b. Marital status.
      - c. Dependents.
      - d. Experience.
      - e. Physical limitations.
      - f. Appearance.

- D. Working conditions.

- 1. Monetary factors.
      - a. Pay scales.
      - b. Tips.
      - c. Commissions.
      - d. Discounts.
      - e. Profit sharing.



## 2. Time factors.

- a. Working hours.
- b. Overtime.
- c. Vacation.

## 3. Physical activity.

## 4. Tools and machines.

## 5. Safety factors.

## 6. Opportunities for friendship.

## 7. Benefits.

## a. Retirement plan.

## b. Pension plan.

## c. Sick leave.

## d. Maternity leave.

## 8. Services.

## a. Health provisions.

## b. Counseling.

## c. Meals.

## d. Parking provisions.

## E. Entrance into an occupation.

## 1. Methods used in locating employment.

## 2. Entrance into occupation on trial basis.

## a. Part-time work.

## b. Summer employment.

## c. Apprentice-like opportunities.

## II. Relation of home economics to employment of women.

## A. Characteristics of women in labor force.

## 1. Number.

## 2. Age.

## 3. Family status.

## 4. Work patterns.

## 5. Earnings.

## 6. Types of occupations held.

## 7. Race.

## B. Family adjustments necessitated by employment of homemaker.

## 1. Scheduling of meals.

## 2. Scheduling of entertaining and relaxation.

## 3. Changing pattern of responsibilities.

## C. Motivations for women working.

1. Need to provide financial support.
2. Wish to improve family standard of living.
3. Interest in work and possession of skills.
4. Attitudes and expectations of husband.
5. Desire for personal satisfaction.
6. Desire to make contribution to society.
7. Escape from home responsibilities.
8. Desire for independence.

D. Factors which influence a girl's vocational plans.

1. Marriage.
2. Expectations of husband.

E. Changes affecting employment of women.

1. Shift of family to producing unit.
2. Early marriage and parenthood.
3. Agencies to care for children.
4. Development of labor-saving equipment and products.
5. Increase in opportunity for education.
6. Increase in job opportunity.

F. Changes in status of women.

1. More job openings.
2. Comparable salary with men.
3. Less restrictive dress codes.
4. Opportunity for advancement.

G. Roles of women.

1. Assume multiple roles.
2. Increased emphasis on role as wage earner.
3. Less differentiation between roles of men and women.

H. Contribution of home economics in preparing women for varied roles.

1. Educates for establishing a satisfying personal and family life.
2. Provides knowledge and skill for wage earning.
3. Offers training at all levels of aspiration.
4. Helps in managing work at home and on the job.
5. Provides for creative and leisure time activities.

I. Occupations requiring home economics knowledges and skills.

1. Occupations requiring high school training.
2. Occupations requiring post-high school or professional education.

3. Location of jobs requiring home economics knowledges and skill.
4. Job clusters within areas of home economics.
  - a. Care and guidance of children.
  - b. Food management, production, and services.
  - c. Home and industrial management and supporting services.
  - d. Home furnishings, equipment, and services.
  - e. Clothing management, production, and services.
  - f. Combination of areas and other related occupations.

*Unit IV. Selecting and Caring for Personal Clothing*

- I. Value considerations with respect to clothing.
  - A. Self-confidence and security.
  - B. Relationships.
  - C. Economy.
  - D. Beauty.
  - E. Status, prestige.
  - F. Comfort.
  - G. Modesty.
  - H. Fashion.
- II. Relationship between dress and behavior.
- III. Other considerations in selecting clothing.
  - A. Personal clothing needs and wants.
  - B. Clothing needs of other family members.
  - C. Money available.
  - D. Shopping facilities available.
  - E. Activities and occasions affecting clothing needs.
  - F. "Way of life."
  - G. Personal coloring, size, and shape.
  - H. Clothing inventory.



#### IV. Quality factors in selecting.

- A. Dresses.
- B. Slips.
- C. Panties and bras.
- D. Hosiery.
- E. Slacks.
- F. Shoes.

#### V. Care of personal clothing.

##### A. Daily care.

- 1. Hanging up.
- 2. Brushing.
- 3. Washing.
- 4. Examining and eliminating spots and stains.
- 5. Wiping or brushing shoes.
- 6. Planning for tomorrow.

##### B. Weekly care.

- 1. Laundry and/or handwashing.
- 2. Spot removal.
- 3. Mending.
- 4. Ironing and pressing.
- 5. Caring for shoes (cleaning, polishing, and repairing).
- 6. Accessory care (scarves, gloves, purse, jewelry).

##### C. Other care needed.

- 1. Storage for long periods.
- 2. Dry-cleaning.
- 3. Inventory of clothing no longer useable by self.
  - a. Altering and repairing.
  - b. Giving to others.

#### *Unit V. Use of Personal Leisure*

##### I. Definition of leisure.

##### II. Ways in which leisure is used and examples of each, in terms of activities carried out alone, with friends, or with family.

- A. Self-improvement (physically, mentally, emotionally, socially).

- B. Service to others.
  - C. Entertainment.
  - D. Other.
- III. Constructive and destructive use of leisure.
- IV. Use of entertainment media.
- A. Analysis of television and radio programs, movies, magazines, records.
  - B. Criteria for evaluation of leisure time offerings of mass media.

*Unit VI. Communication in Social Situations*

- I. The social occasion as an opportunity for communication of friendly, gracious feelings.
- II. Entertaining at home.
  - A. Family relationships developed by special recognition of occasions.
    - 1. Birthdays.
    - 2. Holidays.
    - 3. Reunions.
    - 4. Weddings.
    - 5. Christenings.
  - B. Factors to consider in planning for social occasions.
    - 1. Attitude toward others expressed in manners.
    - 2. Conversation.<sup>1</sup>
    - 3. Determination of responsibilities of those involved.
    - 4. Invitations.<sup>1</sup>
    - 5. Entertainment.
    - 6. Food and service.
  - C. Places to entertain in the home.
    - 1. Living room.
    - 2. Kitchen.
    - 3. Dining area.
    - 4. Girl's own room or room she shares.
    - 5. Yard, porch, patio.
    - 6. Recreation or family room.
    - 7. Basement.

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<sup>1</sup>May be coordinated with studies in English classes.

- D. Types of entertainment for family or friends.
1. Evening refreshments.
  2. After-the-game parties.
  3. Breakfasts or brunches.
  4. Buffet meals.
  5. Dinner parties.
  6. Luncheons.
  7. Receptions.
  8. Slumber parties.
  9. Teas, coffees.
  10. "Stand up" parties where guests prepare food  
as part of the entertainment.



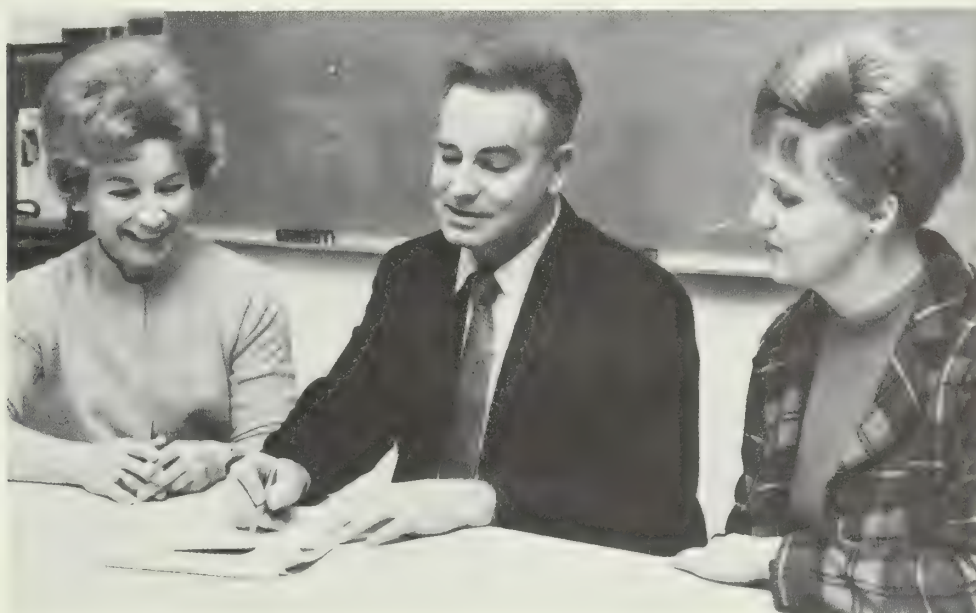


## PRE-EMPLOYMENT UNIT, GRADE 8

Pre-employment education is being encouraged at the junior high level in order for more students to become prepared for the realities of work in a rapidly changing society. In response to requests for curriculum materials designed to introduce young adolescents to employment education, detailed unit plans for seventh and eighth grades are presented in sequence. The seventh grade pre-employment unit plan (published in the previous issue of *Illinois Teacher*) concentrates on becoming employable and making friends. The focus shifts in the eighth grade. Here students investigate work and become familiar with jobs associated with home economics.

As in the first plan, certain elements of the eighth grade unit are classified according to categories of educational objectives in the various domains. This is done to specify expected levels of behavior and to aid in communication. Learning experiences for the unit are arranged according to progressions in learning behavior. Teachers are encouraged to maintain the general order, but they will need to provide supporting details. Generalizations for students to formulate, as a result of learning experiences, constitute the content of the plan. A variety of teaching aids is offered. It is suggested, however, that teachers watch for new resources as they become available. Since all of the films listed have not been previewed, teachers are cautioned to select them with care. Minor variations in style and form exist due to individual differences among staff members writing the curriculum materials.

Teachers using the plan are urged to help in its appraisal. Evaluation forms are provided at the end of the unit.



Professor Stewart Jones, Educational Psychology consultant, reviews unit plans with Professor Simpson and Mrs. Norma Bobbitt

## Overview

The purpose of this unit is to acquaint students with major factors to consider in choosing an occupational field through examination of job opportunities in the different areas of home economics. Hopefully, practice in job analysis will help students to acquire a realistic view of the world of work. By relating job requirements to their personal qualifications (previously studied in the seventh grade), students are aided in making educational and vocational plans.

### Major Objectives

*Appreciates* the increasing need for individuals to develop personal qualities and skills that are salable.

*Is aware of* women's increasing participation in the labor force as related to cultural change.

*Understands* the adjustments required of families when homemakers are employed.

*Recognizes* contributions of home economics in preparing women for varied roles.

*Is able to analyze* an occupation to determine worker requirements and the nature and conditions of work.

*Is familiar with* a variety of occupations, requiring different levels of knowledge and skill, in areas of home economics.

### Major Generalizations

As a person improves his personal qualifications and acquires skills, his opportunities for employment tend to increase.

Socioeconomic developments are continuing to encourage the employment of women.

When a homemaker secures employment outside the home, certain adjustments occur in family living often requiring changes in responsibilities of family members.

Home economics is a field of study that is oriented toward preparing women to assume various roles--personal, home and family, and employment.

A person's satisfaction in the choice of a vocational field is influenced by his understanding of the related occupations.

Home economics offers preparation for a wide variety of occupations at high school, post-high school, and college levels in areas of: child care; foods; home and industrial management; home furnishings and equipment; clothing; related fields.



## Grade 8--Unit III. Occupations Related to Home Economics

## OBJECTIVES

*Recalls* major factors that are involved in vocational planning. (C-1.12 Knowledge of specific facts)

*Knows criteria* used in examining occupations to determine worker qualifications. (C-1.24 Knowledge of criteria)

*Continues to desire* to plan for a vocation. (A-3.1 Acceptance of a value)

## CONTENT

Knowledge of major factors which influence vocational planning aids in making a vocational decision.

Occupations differ in their physical requirements.

Mental health affects one's ability to enjoy people and find satisfaction in work.

Emotional maturity has a direct relationship to employability.

Occupations differ in the degree and kinds of mental abilities required.

Occupations vary in the degree of socialization required.

People differ in the degree of socialization they desire in a job.

Occupations differ in the combinations of interests and abilities which they require.

The more accurately one perceives the factors which influence vocational planning, the greater her ease in choosing a vocation.

## LEARNING EXPERIENCES

1. View a film on occupational choice. Draw generalizations from material presented on factors which influence choices. (C-1.12)
2. List several occupations. Divide into buzz groups and select an occupation to investigate. Examine references, interview workers, or counselors to obtain specific information. Locate information on the following:  
  
Physical requirements needed.  
Personality characteristics necessary or helpful.  
Interests and abilities and personal qualifications required.  
Whether occupation requires a person that is very friendly, moderately friendly or not very friendly.  
(C-1.24)

## TEACHING AIDS

## Films

Aptitudes and Occupations  
The Big Question  
Careers for Girls  
Choosing Your Occupation  
Knowledge and Skills  
Planning Your Career

EVALUATION: Pretest on basic concepts and generalizations of the seventh grade unit (Developing Qualities for Friendships and Employability). From the results of the pretest, determine the need for review and identify the starting point for this unit.

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## OBJECTIVES

*Is familiar* with criteria for the examination of various occupations. (C-1.24 Knowledge of criteria)

*Is aware* that nature of work influences job preferences. (A-1.1 Awareness)

## CONTENT

## LEARNING EXPERIENCES

Knowledge of what to look for in examining 1. occupations enables one to evaluate a job in terms of personal qualifications and training needs.

Job preferences are directly related to the nature of the work.

## TEACHING AIDS

### Books

Landis, *Building Your Life*, "Considering Possible Vocations," pp. 307-317.

New York Life Insurance Company, *Career Opportunities*.

Hopke, *Encyclopedia of Careers and Vocational Guidance*.

Lifton, *Keys to Vocational Decisions*, "Surveying Occupational Fields," pp. 24-32.

Greenleaf, *Occupations and Careers*, "How to Study Occupations," pp. 144-160.

Sifferd, *Selecting an Occupation*.

### Pamphlets

*Career Packet*

*Chronicle Occupational Briefs*

*Exploring the World of Jobs*

*Occupational Briefs on America's Major Job Fields*

### Films

How to Investigate Vocations

### Filmstrips

What Do I Want to Be

1. Discuss jobs which deal with "things," "people," or "ideas." How does one's personality affect choices of occupations in these categories? (A-1.1)
2. Define terms used in discussing occupations: "white collar," "blue collar," "managerial," "service," "professional," "semiprofessional," "skilled," and "unskilled" and "clerical." (C-1.11 Knowledge of terminology)
3. Assemble career materials, occupational briefs, etc. Arrange a display. (C-1.12 Knowledge of specific facts)
4. Identify occupations which are appealing to each and attempt to narrow the selection by reviewing the above factors related to the occupations. (A-3.1)

EVALUATION: Note students' special occupational interests for guidance purposes. Quiz students objectively to determine their knowledge of terms.

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## OBJECTIVES

*Becomes familiar* with types of jobs in relation to kind and level of education required. (C-1.23 Knowledge of classification and categories)

*Appreciates* the importance of education. (A-3.3 Commitment)

*Knows* sources of information on careers and employment opportunities. (C-1.12 Knowledge of specific facts)

*Is willing* to seek information on careers. (A-2.1 Acquiescence in responding)

## CONTENT

The range of job opportunities available to a person is limited by the kind and level of his education.

Basic general education and employment education are essential for individuals to qualify for jobs today.

One's choice of vocation suggests the amount and kind of education he will need.

There are various ways in which one can train for occupations--in high school, vocational school, technical school, college, and graduate school or through special courses, adult education, apprenticeships, and internships and on-the-job training.

Opportunities for employment are enhanced through education.

In general, the more education a person has the higher his income will be.

More jobs for the highly skilled worker and fewer job opportunities for the unskilled worker have increased the importance of acquiring training for a job.

## LEARNING EXPERIENCES

1. Identify the kinds of education: general, vocational. Discuss the meaning of general education and vocational education. Decide on an acceptable definition of each.
2. Conduct a panel discussion on the values of general education and vocational education. (A-3.3)
3. \*Prepare a topical guide for studying occupations. Identify sources of employment education (C-1.12) and send for resource materials (A-2.1). Select home economics-related occupations to study as individual projects. Compile information in folders or notebooks. (See Appendix for a list of home economics related occupations.)
4. Investigate educational requirements and opportunities for the specific jobs selected. (C-1.24 Knowledge of criteria)
5. Report findings and classify the occupations studied according to kind and level of education required. (C-1.23)
6. Investigate educational offerings in the surrounding area. Compile a comprehensive list of training institutions. Identify opportunities for training in home



economics at all levels.  
(C-1.20 Knowledge of ways and means of dealing with specifics)

EVALUATION: \*Note student contributions in investigating educational offerings of community. Observe reactions toward educational planning in order to reinforce positive attitudes and to identify negative thinking. Confer with individuals concerning their choices of occupations for study in order to guide them toward areas appropriate for their abilities and interests. Check student projects for their information on educational requirements and opportunities.

#### TEACHING AIDS

#### LEARNING EXPERIENCES

##### Books

Hopke, *Encyclopedia of Careers; Planning My Future.*  
Sorenson, *Psychology of Living, "Planning for Your Career,"*  
pp. 617-643.  
Research and Policy Committee,  
*Raising Low Incomes Through Improved Education.*

##### Pamphlets

*Choosing Your Career*  
*School Subjects and Jobs*  
*Your Future Is What You Make It*  
*What Good Is High School?*  
*What High School Can Do for You*

##### Films

*High School: Your Challenge*  
*Planning Your Career*  
*Should I Go to College?*

7. Determine likely advancements for selected occupations based on additional education or training. (C-1.24 Knowledge of criteria)
8. Select a typical occupation for an individual with a high school education. Figure the anticipated lifetime income of the individual. Compare with figures for anticipated lifetime income of an individual with vocational school, college and graduate school education. (C-2.20 Translation)
9. Identify and discuss jobs that are no longer available. Determine whether these jobs required skilled or unskilled workers. (C-1.22 Knowledge of trends and sequences)

List and discuss new jobs.  
Determine whether these jobs require skilled or unskilled workers. (C-1.24 Knowledge of criteria)

EVALUATION: Note students' understanding of yearly incomes for various occupations, awareness of jobs which no longer exist, and new jobs which demand new skills.

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## OBJECTIVES

*Knows* occupational restrictions which affect individual qualifications.  
(C-1.12 Knowledge of specific facts)

## CONTENT

Occupations differ in their requirements for licenses, certificates, union or professional affiliations.

Restrictions, peculiar to certain occupations, limit one's capacity to qualify for jobs. There are special restrictions which pertain to age, marital status, dependents, experience, physical limitations, appearance, and union shop.

## LEARNING EXPERIENCES

1. Read references to determine types of occupational restrictions which may limit a person's job choice. List on board.  
(C-1.12)
2. Ascertain restrictions connected with the occupations studied for student projects.  
(C-1.12)

## TEACHING AIDS

## Books

New York Life Insurance Co., *Career Opportunities*.  
Hopke, *Encyclopedia of Careers*.  
Greenleaf, *Occupations and Careers*.

EVALUATION: Examine student projects to check facts concerning occupational restrictions.

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## OBJECTIVES

*Is aware* that working conditions influence occupational choice. (A-1.1 Awareness)

*Knows* environmental factors, rewards and benefits which affect occupational choice. (C-1.12 Knowledge of specific facts)

## CONTENT

## LEARNING EXPERIENCES

When one has a thorough knowledge of working conditions his job choice is more likely to be rewarding and satisfying.

Monetary factors such as pay scales, tips, commissions, discounts and profit sharing affect occupational choice.

Time factors such as working hours, overtime, vacation periods influence occupational choice.

Physical activity, tools and machines to be used, and safety factors affect occupational choice.

Opportunities for friendship and personal satisfaction may influence choice of occupation.

Benefits as retirement or pension plans, sick leave, maternity leave may influence occupational choice.

Services such as health and counseling, provisions for meals and parking are considerations in choosing an occupation.

## TEACHING AIDS

Book

Lifton, *Keys to Vocational Decisions*,  
"How to Study Occupations,"  
pp. 33-38.

EVALUATION: Note individuals' contributions in the development of the questionnaire. Observe student attitudes toward the satisfactions in work which they consider important. Check responses to questionnaires in student project.

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1. Develop a questionnaire to use in locating information about working conditions. Use the prepared questionnaire to interview employers or workers to find out the conditions of work for specific jobs being studied. Identify the satisfactions of the particular jobs. (C-1.12)
2. Make a bar graph for bulletin board to illustrate work schedules of persons interviewed. (C-2.20 Interpretation)
3. Discuss the physical activity, tools and machines that are used, and safety factors of jobs of persons interviewed. (C-1.12; A-1.1)
4. General discussion about possible personal satisfactions of the jobs of the persons interviewed. (C-1.12; A-1.1)
5. Make graphs for bulletin board to show difference in benefits of persons interviewed. (C-2.20 Interpretation)
6. List services provided for persons interviewed. Discuss each of the services. (C-1.12)



## OBJECTIVES

*Acquaints* self with requirements for part-time or summer jobs. (A-2.2 Willingness to respond)

*Is familiar* with procedures connected with entering an occupation. (C-1.21 Knowledge of conventions)

## CONTENT

Securing a job is easier when one is familiar with the methods used in locating employment and when one has knowledge of entrance requirements.

Experience in part-time and summer jobs contributes to one's work credentials and helps in making an appropriate vocational choice.

## TEACHING AIDS

Film

Getting a Job

## LEARNING EXPERIENCES

1. Interview junior and senior students who have had part-time and summer jobs. Divide into groups and discuss how part-time and summer jobs were located. Report findings to class. (C-1.21)
2. View film on getting a job. Summarize tips presented and compare them with experiences of high school students. (C-1.21)
3. Identify part-time jobs available locally and list the requirements for these positions. (A list might be obtained from the chairman of the vocational education department.) (C-1.24 Knowledge of criteria)
4. Group different types of part-time jobs according to career to which they are related. (C-1.23 Knowledge of classifications)
5. Identify home economics-related part-time jobs, summer employment and apprentice-like opportunities. (C-1.12 Knowledge of specific facts)
6. Select several part-time and summer jobs that one is interested in securing and list steps to take in obtaining employment. (A-2.2)

EVALUATION: Observe students' participation in collecting information by interview and their ability to discuss the findings. Note student reactions to film and contributions in identifying home economics-related jobs. Confer with individuals concerning their choice of part-time or summer jobs in order to guide them in areas appropriate for their abilities and interests.

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## OBJECTIVES

*Knows* characteristics of women in the labor force. (C-1.12 Knowledge of specific facts)

*Is aware* of the trend for women to combine homemaking and wage earning. (A-1.1 Awareness)

## CONTENT

When one knows the characteristics of women in the labor force, it is easier to anticipate trends in the employment of women.

A total picture of working women is provided by statistics concerning their number, age, family status, work patterns, earnings, types of occupations and race.

## TEACHING AIDS

Books

U.S. Department of Labor, *Occupational Outlook Handbook*.

Lifton, *Keys to Vocational Decisions*, Chapter 6, "Our World of Work," pp. 206-252.

EVALUATION: Observe committee work and note individual contributions. Quiz students to determine their knowledge of current facts about women in the labor force.

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## OBJECTIVES

*Is able* to anticipate problems which arise when homemakers are gainfully employed outside the home. (C-2.3 Extrapolation)

*Acquaints* self with various adjustments which must be made by different families when the homemaker is employed outside of the home. (A-2.2 Willingness to respond)

## CONTENT

Gainful employment of homemakers necessitates adjustments by family members in order to satisfy family needs. Some adjustments might be: changing to a different time schedule for meals, entertaining and relaxation; assuming responsibility for more housekeeping tasks; adapting to new conditions as not having three

## LEARNING EXPERIENCES

1. Develop a list of questions concerning facts about the employment of women, and locate answers in current publications and statistical references. Report findings to class. (C-1.12)
2. Work in committees to construct tables, graphs, or other illustrations to show the characteristics of women in the labor force and to compare with previous years. (C-1.12; A-1.1)
3. Discuss where and why statistics of this kind are used. (C-1.12)

## LEARNING EXPERIENCES

1. Interview husbands of gainfully employed women--with and without children. Compare the groups on (1) their attitude toward their wives being employed and (2) adjustments required by husband when wives went to work. (C-1.20 Knowledge of ways and means of dealing with specifics)

hot meals a day, or not quite as tidy home; assuming more responsibility for self as mending own clothes, selecting own clothes, etc.

#### TEACHING AIDS

##### Books

NYE, *The Employed Mother of America*.  
U.S. Department of Labor, 1965 *Handbook on Women Workers*.

##### Pamphlets

*Suggestions to Women and Girls on Training for Future Employment*

2. Divide into two buzz groups: students whose mothers are employed and a group whose mothers are not employed. Discuss and list tasks performed at home. Compare reports of the two groups. (A-2.2)
3. Brainstorm about new tasks required when mothers "went to work." (C-1.12 Knowledge of specific facts)
4. Conduct inquiries with employed homemakers to answer the following:
 

What problems did you encounter when you first combined employment with homemaking?

What changes or adjustment did you make in the management of your home?

What changes were made in responsibilities of family members?

What kinds of "extra" expenses resulted from your employment?

Record answers and report in class. (C-1.12 Knowledge of specific facts)
5. Role play family conflicts concerning changes in living when the homemaker seeks employment. Identify the individual needs to be considered in making adjustments. (C-2.3)

EVALUATION: Note students' results from interviews of husbands of working and nonworking wives. Observe student participation in buzz groups. Examine student records of inquiries with employed homemakers to learn the depth of their questioning. Observe students' role playing for clues to their understanding of family adjustments.

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## OBJECTIVES

*Is alert* towards women's motivations for seeking employment. (A-1.3 Controlled or selected attention)

*Comprehends* factors which influence homemakers' decisions regarding employment. (C-2.0 Comprehension)

## CONTENT

Women's motivations for seeking employment vary throughout their life cycle.

Women may seek employment as a result of increased financial needs of the family which may be temporary or permanent.

Women may wish to become gainfully employed as a means of improving the family's standard of living.

Women may become employed because their interests and salable skills meet the requirements of the available jobs.

Attitudes and expectations of husband and/or wife may motivate women to seek employment.

Women may obtain a job because it provides them with feelings of personal satisfaction.

Women may wish to be gainfully employed because they feel they can make a contribution to society.

Women may not enjoy performing certain household tasks, thus they may wish to seek a job in order to employ someone to perform the tasks.

Women may desire to hold a job because it provides a feeling of independence or personal accomplishment.

## TEACHING AIDS

Book

Nye, *The Employed Mother of America*.

## LEARNING EXPERIENCES

1. Write definition of "life cycle" and "motivation." Discuss how these terms are related to the employment of women. Make generalizations based on discussion. (C-1.11 Knowledge of terminology)

2. Question employed homemakers of various ages concerning their reasons for working. Report to class. Tabulate the results on the blackboard. (C-1.12 Knowledge of specific facts)

3. Discuss:

How may "true motivations" differ from "expressed reasons" for working?

How does the stage of family life cycle affect decisions of homemakers regarding employment?

Are women too independent today? What are poor reasons for seeking employment?

Under what circumstances would it be undesirable for women to seek employment?

Summarize reactions. (A-1.3; C-2.0)

4. Present minute dramas of situations in which homemakers are considering seeking employment. Identify the underlying values and motivations which affect their decisions. (A-1.3)

EVALUATION: Note individual reports on questioning of employed homemakers and observe students' reactions to minute dramas. Appraise responses to the discussion questions to discover depth of students' insight.

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## OBJECTIVES

*Comprehends* factors which influence a girl's vocational plans. (C-2.00 Comprehension)

*Is alert* to the advantages of developing salable skills. (A-1.3 Controlled or selected attention)

### CONTENT

Usually girls do not plan ahead as far as boys because many girls see their future as greatly influenced by marriage and the plans of their husbands.

Though marriage is a major goal for many girls, deeper consideration is being given to the development of vocational skills which will serve them before and after marriage.

### LEARNING EXPERIENCES

1. Invite a panel of recent high school graduates to discuss:

Planning for the future is more important for boys than for girls.

If a girl prepares to be a good homemaker, she does not need to be concerned about training for a job. (A-1.3)

2. Participate in a round table discussion of the advantage of possessing a salable skill, although one may not be employed outside the home. (C-2.00)

EVALUATION: Note students' reactions to panel discussion. Note student contributions to round table discussion on advantages of possessing a salable skill.

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## OBJECTIVES

*Knows* cultural changes which have encouraged the employment of women. (C-1.22 Knowledge of trends and sequences)

### CONTENT

Cultural changes have encouraged employment of women when economic and social conditions are favorable.

Present conditions of society have influenced the employment status of women.

The family has shifted from a producing unit to a consuming unit.

### LEARNING EXPERIENCES

1. Examine social studies books to identify cultural influences which are changing women's lives. (C-1.22)
2. Collect articles and clippings describing socioeconomic changes. Construct a bulletin board showing how changes have affected employment of women. Suggested

There is a trend toward early marriage and parenthood.

Outside agencies have assumed responsibility to care for children at an earlier age.

Development of labor-saving equipment and products has made housekeeping easier.

There are increased opportunities for education and training.

Prosperity has created additional job opportunities.

#### TEACHING AIDS

##### Books

Social study textbooks.

Lifton, *Keys to Vocational Decisions*, Chapter 6, "Our World of Work," pp. 206-252.

titles: "Times Change," "Emancipation of Women," "Why Women are at Work." (C-1.22)

3. Discuss in buzz groups the following:

Why are there increasing job opportunities? educational opportunities? Give examples. What are some of the problems resulting from the increased life span? How does longer life relate to the employment of women?

What has happened to the standard of living in the United States, and how does it affect the employment of women?

What changes have occurred in the home which make it easier for women to work?

Give examples of the opinion of people in different generations as to the desirability of women working.

Report conclusions to class. (C-1.22)

EVALUATION: Observe students' contributions in buzz sections. Quiz students briefly on specific cultural changes which have brought about employment of women to determine their knowledge of trends.

---

#### OBJECTIVES

*Is able* to recognize the relationship between the changing status of women and greater freedom and equality. (C-4.20 Analysis of relationships)

*Forms judgment* as to the responsibility of women for changing their occupational status. (A-4.1 Conceptualization of a value)

#### CONTENT

The changing status of women is resulting in greater freedom and equality in vocational opportunities.

More jobs are being opened to women.

Pay scales and salaries are becoming less discriminating.

Less restrictive dress codes are being adopted.

#### LEARNING EXPERIENCES

1. Determine the meaning of "status." (C-1.11 Knowledge of terminology)
2. Arrange a panel of class members and/or others to discuss the questions:

What rights are women entitled to have in a democracy?  
What is meant by "freedom," "equality"?



Opportunities for advancement on the job are increasing.

In the twentieth century, women's demands and the practice of increased equality have resulted in changes in laws, attitudes, and values pertaining to women.

#### TEACHING AIDS

Book

\*American Women, President's Commission on Status of Women Report, 1963.

How does the status of women today differ from the status of women when grandmother was an adolescent?

What can women do today that they could not do 50 years ago?

(C-4.20; A-1.3)

3. Collect clippings from newspapers and magazines on women's rights. Discuss the clippings in class. (C-1.12 Knowledge of specific facts)

4. Write a short paper on what women can do collectively and as individuals to shorten the gap between the real status of women and the ideal status. (A-4.1)

EVALUATION: Observe students' reactions to discussion on rights and status of women. Examine the articles collected and appraise the students' ability to identify articles relating to rights of women. Collect papers and check responses as to ways women can improve their real status.

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#### OBJECTIVES

*Knows* that any one woman may assume different roles as she progresses from stage to stage in the life cycle. (C-1.22 Knowledge of trends and sequences)  
*Can visualize* assuming many different roles. (A-4.1 Conceptualization of a value)

#### CONTENT

One's role concept is influenced by the expectations and approval of others.

An individual functions in a variety of roles and may assume more than one role at a time.

Most women today assume multiple roles.

When homemakers work outside the home, they assume an additional role as wage earner.

The employment of women has resulted in less difference between roles of men and women in the family.

#### LEARNING EXPERIENCES

1. Discuss the meaning of a person's "roles." (C-1.1 Knowledge of terminology)

Give examples of present roles as eighth graders: student, baby-sitter, family member, FHA member.

2. Look at pictures of a little girl, teenager, mother of young children, mother of teenagers, middle-age woman and an elderly woman. Write brief descriptions of selves at stages portrayed by each picture. (A-4.1)

## TEACHING AIDS

## Books

Barclay, *Teen Guide to Homemaking*,  
Chapter 17, "Your Share in the  
Family," Chapter 18, "Your Rela-  
tions in the Family."

3. List the variety of responsibilities which women have. Relate these to women's various roles. (C-1.12 Knowledge of specific facts)
4. Select and display on bulletin board pictures which illustrate the variety of roles assumed by women: wage earner, wife, mother, cook, nurse. (C-1.12 Knowledge of specific facts)
5. Brainstorm on predictions for "The Woman of 1980." (C-1.22)
6. Divide into groups and pretend to be: brothers, sisters, mothers and fathers. Each group lists roles on board and then compares roles. Identify similarities among roles. (A-4.1)

EVALUATION: Appraise students' view of their roles by reading their descriptions of themselves as a person at various stages of life. Rate students on their ability to perceive themselves. Observe the students' ability to project the future roles of women. Note their perceptions of roles of different family members.

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## OBJECTIVES

*Comprehends* the contribution of home economics in preparing women for varied roles. (C-2.00 Comprehension)

*Appreciates* the advantages of home economics in aiding one to live a useful and satisfying life. (A-1.2 Willingness to receive)

## CONTENT

Home economics is a unique field of study in that it offers preparation for the varied roles which women assume.

Home economics educates for establishing a satisfying personal and family life, provides knowledge and skills for wage earning, offers training at all levels of aspiration, helps in managing work at home and on the job, and provides for creative and leisure-time activities.

## LEARNING EXPERIENCES

1. Read a reference on home economics vocations. (C-1.12 Knowledge of specific facts)
2. Describe the areas in the field of home economics. Briefly indicate what content is included in each. (C-1.23 Knowledge of classifications and categories) Discuss how these knowledges may be applied in homemaking and in wage earning. (C-2.00)

## TEACHING AIDS

## Books

Hall, *Home Economics: Careers and Homemaking.*

McDermott, *Homemaking for Teen-Agers*, Chapter 4, "Career Opportunities in Home Economics."

Fleck, *Living with Your Family*, "Planning Your Future Career," pp. 487-489.

Hatcher, *Today's Home Living*, Chapter 19, "Looking into the Future," pp. 482-493.

Randolph, *You and Your Life*, Chapters 21-24.

Paris, *Your Future as a Home Economist.*

3. Participate in a panel discussion concerning course work and the advantages of studying home economics. (A-1.2)

EVALUATION: Note students' participation in panel discussion.

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## OBJECTIVES

*Knows* that there are numerous jobs requiring home economics knowledges and skills. (C-1.12 Knowledge of specific facts)

*Is aware* that knowledges and skills used in maintaining a home are similar to those needed in various occupations. (A-1.1 Awareness)

*Is familiar* with a variety of home economics-related occupations requiring varying levels of vocational, technical and professional preparation. (C-1.23 Knowledge of classifications and categories)

## CONTENT

Knowledge of related occupations aids individuals interested in home economics in making tentative vocational decisions.

Many occupations require knowledges and skills which are needed and used in homemaking. Some examples are:

Assistant in children's home.

Alteration lady in department store.

Waitress.

Assistant or salesclerk.

Aide in nursing home.

See Appendix for a more complete list.

## LEARNING EXPERIENCES

1. List home economics knowledges and skills used by homemakers. (C-1.12)
2. Identify jobs using home economics knowledges and skills which can be performed outside of the home for pay. (C-1.12)
3. Conduct a symposium in which resource persons in home economics-related occupations explain the nature of their work, duties, reasons for selecting work, advantages. (A-1.1)
4. Collect and display newspaper items and/or magazine articles concerning home economics-related occupations. (A-1.1)



## TEACHING AIDS

## Films

Good Place to Work  
 Helping Hands for Julie  
 Laundering and Dry Cleaning  
 Restaurant Operator  
 Selling as a Career  
 Take a Good Look  
 The World is Yours

## Filmstrips

It's an Exciting Career  
 New Horizons in Food Service Careers  
 The Nurses Aid  
 The School Cafeteria Worker  
 The Variety Store  
 The Waitress

5. View films on specific occupations related to home economics which require varying levels of vocational, technical and professional preparation. (A-1.1 Awareness)
6. Identify varying levels of preparation needed for different levels of jobs selected to study as projects. (C-1.23)
7. Review classified lists of home economics-related occupations. Play "What's My Line" with job titles in the various categories. (C-1.23)

EVALUATION: Check students' ability to identify jobs which require home economics knowledges and skills. Observe the students' reactions to symposium. Note interest in newspaper items and magazine articles concerning home economics-related occupations. Score individual projects using an objective rating device. Confer with students individually to discuss their projects and their educational plans.

---

## OBJECTIVES

*Recognizes* home economics-related job opportunities in own community. (C-4.20)  
*Analysis of relationships*  
*Is aware* of local employment opportunities. (A-1.1 Awareness)

## CONTENT

Knowing about jobs requiring home economics knowledge and skills helps one to recognize available employment opportunities.

## LEARNING EXPERIENCES

1. Take field trips to a variety of businesses which employ persons in jobs related to home economics. Summarize duties and skills connected with each occupation. (C-4.20)
2. Identify locations of other jobs related to the areas of study. (A-1.1)

## TEACHING AIDS

## Books

American Dietetics Association,  
*Dietetics as a Profession.*  
 Phillips, *Home Economics Careers for You.*  
 Tate, *Home Economics as a Profession.*

EVALUATION: Note student participation in interviews and field trips related to jobs in home economics and related areas.

---

## OBJECTIVES

*Comprehends* that a group of related occupations within a field makes up a job cluster. (C-2.00 Comprehension)

*Is aware* of job clusters in the areas of home economics. (A-1.1 Awareness)

*Is able to evaluate* an occupation objectively. (C-6.10 Judgments in terms of internal evidence)

## CONTENT

Preparation for a group of occupations within a field is referred to as a cluster concept, e.g., one prepares for a cluster of jobs which require similar knowledges and skills.

Preparation for a group of occupations within a field rather than a specific job helps one to adjust to rapid changes in manpower needs created by advances in science and technology.

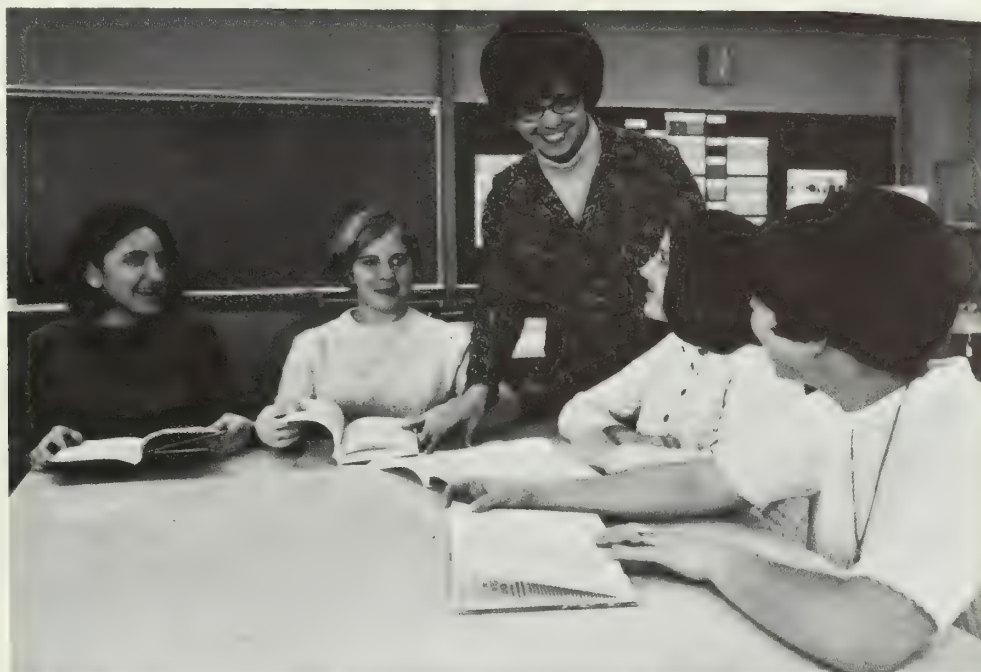
The field of home economics has many areas of study which include a variety of job clusters.

(For example, see *Illinois Teacher*, Vol. XI, No. 2, p. 150.)

**EVALUATION:** Observe students' reactions to the presentations of resource persons. Check students' evaluations of jobs studied for their projects.

## LEARNING EXPERIENCES

1. Discuss the meaning of job clusters. (C-1.1 Knowledge of terminology)
2. Listen to resource persons speak on preparation for job clusters. Participate in group discussion after presentation to determine advantages of preparing for job clusters. (A-1.1)
3. Identify job clusters in each area of home economics. (C-2.00)
4. Write evaluations of the jobs studied (in terms of personal preferences, advantages, and disadvantages) in completion of projects. (C-6.10) Choose a few individuals to summarize project findings briefly for the class. (C-1.12 Knowledge of specific facts)



Home economics-related occupations were studied by Mrs. Gail Heidari's class at Jefferson Junior High School in Champaign.



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- Choosing Your Occupation (Coronet)
- Earning Money While Going to School (Coronet)
- Finding Your Life Work (Vocational Guidance Films)
- Getting a Job (Encyclopedia Britannica)
- Good Place to Work (National Association of Manufacturers)
- Helping Hands for Julie (Association Films)--hospital work
- High School: Your Challenge (Coronet)
- How to Investigate Vocations (Coronet)
- Knowledge and Skills (Association Films)
- Laundering and Dry Cleaning (Vocational Guidance Films)
- Planning Your Career (Encyclopedia Britannica)
- Restaurant Operator (Vocational Guidance Films)
- Selling as a Career (Coronet)
- Should I Go to College? (Encyclopedia Britannica)
- Take a Good Look (Association Films)--dietetics
- The World Is Yours (Association Films)--merchandising

### Filmstrips

- It's an Exciting Career--Home Economist in Business (J. C. Penney), with record
- New Horizons in Food Service Careers (National Restaurant Association, 1530 North Lake Shore Drive, Chicago)
- The Nurses Aid (Eye Gate)
- The School Cafeteria Worker (Eye Gate)
- The Variety Store (Eye Gate)
- The Waitress (Eye Gate)
- What Do I Want to Be? (McGraw-Hill)

---

\*The listing of films and filmstrips includes some which have not been previewed.

## Appendix

Occupations related to home economics have been identified and classified for study. Teachers may wish to add to the list as they discover other occupations that have not been included. No attempt has been made to define specific occupations by job titles and code numbers found in the *Dictionary of Occupational Titles*.<sup>\*</sup> However, it may be helpful to check Volume I of the D.O.T. to ascertain exact titles and descriptions of jobs selected by students for investigation. Certain occupations, in different locations, vary as to the level of education needed. Therefore, it may be necessary to re-classify some of the job titles according to local requirements.

### Occupations Classified in Areas of Home Economics

#### I. Care and Guidance of Children

##### A. Occupations requiring high school training

1. Baby sitter in private home
2. Helper in child care center
3. Nursemaid for private family
4. Nursery school aide, assistant
5. Kindergarten helper
6. Helper in children's hospital ward
7. Helper on playground
8. Assistant in recreation center
9. Assistant in children's library
10. Sales clerk for children's toys, books, clothing

##### B. Occupations requiring advanced training or higher education

1. Teacher in nursery school
2. Teacher in kindergarten
3. Teacher of adult education course on child development
4. College teacher of child development
5. Research assistant in child development
6. Buyer of children's toys, books in department store

#### II. Food Management, Production, and Services

##### A. Occupations requiring high school training

1. Bakery helper
2. Bakery sales clerk
3. Helper in supervised food service
4. Waitress
5. Restaurant hostess
6. Assistant to cook in large institution
7. Salad girl, cafeteria server
8. Cook or baker doing special food preparation
9. Pantry service sandwich worker

---

<sup>\*</sup>United States Department of Labor. *Dictionary of Occupational Titles*. (3rd ed.) Washington, D.C.: USGPO, 1965.



10. Head cook in small kitchen
11. Steam table worker
12. Assistant to supervisor, ordering food, planning menus
13. Bus girl or boy
14. Dishwasher, pot washer
15. Dietary aide
16. Worker in food production or processing plants
17. Family dinner service specialist

B. Occupations requiring advanced training or higher education

1. Chef
2. Restaurant manager
3. Dietitian
4. Institutional food service manager
5. Caterer
6. Technician in food research laboratory
7. School lunch manager
8. Home economist for business enterprise, demonstrator
9. Cooking school teacher, director
10. Teacher of adult education courses in foods
11. College teacher of foods, nutrition
12. Nutrition consultant for social agencies, businesses

III. Home and Industrial Management and Supporting Services

A. Occupations requiring high school training

1. Homemaker's assistant part or full time in private home
2. Housekeeping aide in nursing or rest home
3. Hospital housekeeping aide
4. Hotel or motel housekeeping aide
5. Visiting homemaker for elderly or handicapped person
6. Management aide in public housing project
7. Manager of home in absence of wife or mother
8. Personal shopper
9. Companion for elderly person
10. Information clerk in hospital
11. Receptionist in hospital or nursing home

B. Occupations requiring advanced training or higher education

1. Supervisor, manager of rest home
2. Family financial adviser
3. Teacher of adult education course in management
4. College teacher of home management
5. Director of home management house
6. Manager in public housing project

IV. Home Furnishings, Equipment, and Services

A. Occupations requiring high school training

1. Sales person in furniture store

2. Florist helper
3. Demonstrator of equipment and products
4. Research technician in laboratory testing products and equipment
5. Appliance sales person
6. Assistant to drapery or slip cover seamstress
7. Sales person in fabric shop
8. Drapery, slip cover seamstress, self-employed
9. Upholsterer helper
10. Sales person in drapery shop

B. Occupations requiring advanced training or higher education

1. Manager of small home furnishing business
2. Buyer of home furnishings in department store
3. Interior designer, consultant
4. Kitchen planner, consultant
5. Furniture designer
6. Landscape planner
7. Floral designer
8. Consultant for manufacturer of equipment
9. Research technician in equipment-testing laboratory
10. Window trimmer
11. Real estate consultant

V. Clothing Management, Production, and Services

A. Occupations requiring high school training

1. Fitter or seamstress in clothing alteration
2. Clothing service aide
3. Dressmaker's assistant
4. Dressmaker, self-employed
5. Worker in a garment factory
6. Worker in laundry, cleaning establishment
7. Manager of coin-operated dry cleaning business
8. Sales person in dress shop
9. Sewing machine demonstrator
10. Fashion model

B. Occupations requiring advanced training or higher education

1. Research assistant in textile laboratory
2. Textile designer
3. Buyer of dresses in department store, dress shop
4. Fashion designer
5. Fashion journalist
6. Consultant to manufacturers of laundry products and equipment
7. Manager of dress shop

VII. Combination of Home Economics Areas

A. Occupations requiring advanced training or higher education

1. Teacher of home economics classes in high school, college, adult, education
2. Extension worker, home adviser
3. Editor or assistant in publishing magazines, newspapers, business literature
4. Advertising editor, writer
5. Coordinator, writer for radio and t.v. programs
6. Demonstrator on t.v.
7. Homemaking consultant
8. Writer of women's columns, homemaking books

#### VIII. Other Related Occupations

##### A. Occupations requiring high school training

1. Cosmetology, hairdresser apprentice
2. Welcome Wagon hostess, visitor of newcomers
3. Salesperson, demonstrator of cosmetics
4. Gift wrapper

##### B. Occupations requiring advanced training or higher education

1. Airline, bus, train hostess
2. Cosmetologist, hairdresser
3. Manager of a beauty shop
4. Window trimmer
5. Floral designer
6. Adult teacher of flower arranging



## TEACHER EVALUATION OF UNIT PLAN

All teachers who use the unit plan, in part or in totality, are urged to turn to the succeeding pages, examine the criteria, and return the page to the *Illinois Teacher* office. Comments, both favorable and unfavorable, will be appreciated. Suggestions for improvement are solicited.

It is understood that teachers will be unable to try out the unit plan during the current school year. But, we will hope to receive the evaluation forms not later than spring of 1969.

## Criteria for Evaluating Unit Plan

## OBJECTIVES

A	B	C
Important Clear Precise	Acceptable	Unimportant Irrelevant Vague

## CONTENT

A	B	C
Interesting Challenging Useful Important Understandable	Plausible Convincing	Boring Too obvious Too abstract Too difficult Too easy

## LEARNING EXPERIENCES

A	B	C
Effective Worthy use of time Students enthused Appropriate Educationally sound	Satisfactory Of limited interest	Ineffective Waste of time Students apathetic Inappropriate Unimaginative

## TEACHING AIDS

A	B	C
Helpful Meaningful Up to date Appropriate Colorful	Ordinary Satisfactory	Inappropriate Geared to wrong age level Out of date Uninteresting

## EVALUATION

A	B	C
In keeping with objectives Good evidence of learning Practical	Somewhat limited in usefulness Difficult to follow through	Questionable Poor indicators of learning Impractical Geared to low level thinking





## Comments and Suggestions







# ILLINOIS TEACHER OF HOME ECONOMICS

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DESIGNING FOR CHANGE

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has increased the price of issues and annual subscriptions.

## FOREWORD

A changed approach to classroom interrogation is explored by Amy Jean Knorr for readers of the *Illinois Teacher*. Most teachers, it seems, sooner or later become proficient in asking questions, answering questions, and questioning answers. However, questioning questions is an activity that requires good ears and considerable insight. It has fascinating possibilities for classroom research. As described by Dr. Knorr, it may provide clues to the levels of students' thinking and may help to identify those students who are gifted.

Providing stimulating curricula for able students has concerned home economics educators for some time and has resulted in the emergence of the pre-professional aspect of the field. Since it is urgent that potential leaders be recruited for home economics professions, special programs need to be introduced to students early--before vocational plans are set. The gifted are likely to elect those educational pursuits which challenge their intellect and whet their learning appetite. A unit on management, designed specifically for gifted students in seventh and eighth grades by Linda Lou Lucht and Mildred Griggs, is featured in this issue. It contains detailed plans and includes practical teaching aids which teachers may duplicate for classroom use. Although the unit plans have been tested in special junior high classes for gifted students, they also may be used to teach management in regular senior high school classes.

--Bessie Hackett  
Editor





**\*\* RANDOM QUESTIONS \*\*\*\***

**\*\* ABOUT STUDENTS' QUESTIONS \*\*\*\***

*Amy Jean Knorr*  
Visiting Professor  
University of Illinois  
Urbana, Illinois

This spring as I visited student teachers and watched their classes, I used one ear to listen to students' questions. I did this because I had a vague notion that in students' questions and in teachers' responses to them, there might be clues to the levels of critical and creative thought being generated in classrooms. Then, too, I had an uneasy feeling that in the college students with whom I worked, as well as in high school students whom I observed--and perhaps in myself--there was a tendency to leap to conclusions on the basis of inadequate evidence. In other words, all of us--secondary students, college students, and teachers--might profit from learning to ask productive questions and to collect data for answering them in reliable, systematic ways.

Let me be clear about the fact that I simply recorded questions as I heard them. No doubt, questions were asked that I did not hear for I was able to devote only one ear to this kind of listening. There were other aspects of the teaching situation which also made claims on my attention. Therefore, I present the following ideas tentatively and with some apology. I hope that even with their limitations, they may stimulate your thoughts about the questions students ask in your classes.

For what purposes do students ask questions?

If we think that students ask questions solely to get information which will aid them in the process of learning (clarifying and using ideas, developing skills, and building attitudes), we over-simplify the question-asking process and underrate the ingenuity of students. Questions appear to be asked for a variety of reasons, only some of which are associated directly with the learning process:

- asking for clarification of a class procedure

"Do all four of us have to talk or can just one of us talk when we report?"

"What does 'cut and sewn' in sweaters mean?"

- asking for clarification of an idea

"Do you think maturity is learning to be like everyone wants you to be or is it learning to think for yourself?"

- seeking explanation for a condition or state of affairs

"Was this mother foreign?" was asked in response to a statement about a mother who fed sardines to a two-month-old child.

- requesting assurance for an idea

"Isn't it true that a person who has fainted should not be moved?"

- questioning the wisdom of a recommendation and calling on other authority

"Aren't designers getting away from the idea of not using more than one pattern in a room? Aren't they using stripes with flowered designs now?"

- expressing an attitude

"Is this what we are going to do all the rest of the semester?"

"Why would a parent leave her children with a baby-sitter if she expected company?"

In both of these questions, the disapproval was indicated by tone rather than by words.

- mounting an opinion or belief

"Where was this study done? Should it have been done like this?" This question was followed immediately by the asker's statement of belief that studies which some children are emotionally deprived in an experimental design are not ethically justified.

When do students' questions give clues to their concerns?

An overweight ninth grader questioned the scoring of a test item. "I said for the way clothes meet your personal needs, 'to camouflage your figure.' Doesn't that meet your personal needs, like for self-confidence?" A gangling, awkward eighth grader asked the teacher who was demonstrating posture and movement in modeling, "What do you do with your hands?" While both questions sought information, they might also be indicative of very real current concerns of these young women.

What do students' questions reveal about their inquisitiveness and eagerness to learn?

Students in the classes observed differed considerably in the number and type of questions that they asked. In one class a single question was asked by a student. It was "I didn't hear your question; what did



you ask?" The situation was quite different in another class in which students were examining surface cooking utensils of different materials, noting what was printed on them. They were raising a number of questions about the meaning of terms, the relation of material to speed and evenness of heat transfer, and the way a study could be set up to provide answers for their questions.

I grant that the questions asked by students in a class give only partial evidence of their curiosity and desire to learn and may not even provide the most reliable evidence. Even so a teacher may profit from reflecting on the number and kind of questions asked by students in her classes.

What do students' questions reveal about the level of thought processes they are using in their learning?

"How long does an infant sleep at two years?" asked in order to fill in a chart is a question of somewhat different character than "Why can one infant sleep through television and all kinds of noise while another wakes at the least noise?" Similarly, "Will you please explain again what true bias is?" requires a different thought process for its answer than, "What difference does the grain in skirt pieces make in the hang of the skirt?" A teacher may find it revealing to classify students' questions according to the taxonomy of questions proposed by Sanders<sup>1</sup>: memory, translation, interpretation, application, analysis, synthesis, evaluation.

How does a teacher's response to students' questions affect their thinking?

Teachers in the classes observed used a variety of ways of responding to students' questions.

- respond directly giving information

S - "What does 'elaborate' mean?" T - "It means highly decorated."

S - "What do you do with your hands?" T - "Just rest them easily in your lap."

- respond by giving clues to the answer

S - "Pertussis, I don't know what that is."

T - "Does this word remind you of another that would help you think of its meaning?"

---

<sup>1</sup>Norris M. Sanders. *Classroom Questions: What Kinds?* New York: Harper and Row, 1966. Pp. 3-18.

- respond by asking further questions designed to lead a student to answer her own questions

Student and teacher spoke alternately, the student first.

S - "Which direction should I stitch these seams?" T - "What direction did you stay-stitch the skirt pieces?" S - "From bottom to top." T - "Why?" S - "To keep the pieces from stretching?" T - "How did going from bottom to top keep the pieces from stretching?" S - "It was with the grain, not against it." T - "Which way should the skirt seams be stitched?" S - "I have it." The student stitched the seams from bottom to top.

- respond by asking further questions to aid students in setting up a system for answering their own question

Such a response was used in the class described above in which students were asking questions about heat transfer of different metals in surface cooking utensils. The teacher helped students set up experiments through which they could find answers to their questions. In another class, the teacher used questions collected from students to set up role playing situations in which a teenager was caring for children. In analysis of the role playing, examination of the questions in their complexity was possible.

Why are these random questions about students' questions raised?

Obviously, the limited observations reported here of students asking questions and teachers responding to them do not provide a basis for definitive answers for the random questions above. Perhaps the observations do provide a few ideas for ways of examining students' questions. Perhaps they will stimulate someone to undertake a systematic study of such questions and of the effect of teachers' responses to them.

## DESIGNING FOR THE GIFTED

*Mildred Griggs*

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*Linda Lou Lucht*

University High School, Urbana, Illinois

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## SPECIAL PROGRAMS FOR SUPERIOR STUDENTS



Co-authors, Mildred Griggs (left) and Linda Lou Lucht, observe a group of gifted students at University High School, Urbana, role playing a problem situation with puppets.

Among the immense changes that are taking place in education, one of the most challenging has occurred in the field of special education. The scope of special education in public schools is being broadened to provide for the needs of all exceptional children, including the gifted. As a result, educators are striving to develop new curricula for gifted students. Efforts are being made to develop and employ teaching techniques through which independent inquiry can be encouraged.

### Who Are the Gifted?

One perplexing problem for educators has been to reach agreement on a definition of "giftedness" and a means of identifying exceptional students. Giftedness seems to have varied meanings, and there are numerous approaches, both subjective and objective, to the task of identification.

Some educators and psychologists limit a definition of giftedness to "measured intelligence." Angelino stresses that "A gifted individual

is one with an IQ of at least 135 on a commonly used intelligence test."<sup>1</sup> Other authorities would use descriptive terms to define giftedness since there are certain characteristics associated with superior ability which cannot, as yet, be accurately measured.

Gifted students present a variety of social, emotional, and physical characteristics; therefore, not all students with high mental abilities are easily identified. No longer are gifted students thought of as being social misfits or physical weaklings. As a whole, gifted students tend to be strong, healthy, and socially well adjusted.<sup>2</sup>

Most of the characteristics of gifted students, as identified by teachers, are positive. Among them are the ability to generalize, to make reasonable associations, and to perceive relationships. Gifted students are likely to have rich vocabularies, enjoy reading at a mature level, follow directions easily, desire to excel, comprehend quickly and retain information. Strang emphasized that the possession of a "mental gift" does not reduce the person's need to exert effort to do well academically. Rather, "This emphasis on functioning intelligence highlights the individual's responsibility for making full use of his resources."<sup>3</sup>

There are also certain characteristics of gifted students that teachers consider undesirable, such as being restless or inattentive when their needs are not being met or being indifferent toward work in which they have little interest.

### How Are the Gifted Identified?

There are several techniques used for identifying gifted students, none of which is infallible. However, some techniques are considered more reliable than others.

School personnel generally identify gifted students in terms of their own background and experience as well as their personal philosophy of education and life. For many teachers and administrators, gifted students are those who are noticeable because they conform to classroom standards, excel in classwork, participate actively in discussions, and

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<sup>1</sup>H. Angelino. Characteristics of superior and talented students. In B. Shertzer (Ed.), *Working with Superior Students. Theories and Practices*. Chicago: Science Research Associates, 1960. P. 63.

<sup>2</sup>J. M. Dunlap. The education of children with high mental ability. In W. M. Cruikshank & G. O. Johnson (Eds.), *Education of Exceptional Children and Youth*. Englewood Cliffs, N.J.: Prentice-Hall, 1958. Pp. 150-151.

<sup>3</sup>R. Strang. Gifted adolescents' views of growing up. *Exceptional Children*, October 1956. P. 97.



complete assignments on time. Superior ability is also evident in students who show depth and perception of thought in the kinds of questions they ask. Locating gifted students through classroom observation is a method commonly used by teachers at all educational levels. Research has shown that this method can be most effective for identifying students who exhibit high intellectual ability even though they have earned neither high grades in class work nor high scores on intelligence tests.

Some schools use records of past academic performance as a means of identifying the gifted. The rationale for this method is that if a student has consistently performed better than the average student, he is either gifted or has a high mental ability.

Probably the most popular technique for identifying gifted students is the standardized test. Standardized intelligence tests are often used as screening devices to locate students with high potential. The achievement test is the second type of standardized test most frequently used for identifying gifted students. Neither of these techniques can be regarded as an accurate measure when used independently. However, many of the gifted students can be identified when these measures are used as a series. It is generally agreed upon by educators that factors other than mental ability should be recognized and considered during the identification process.

### How are Programs for the Gifted Organized?

There are wide variations in the structure of school programs that have been adapted for the gifted. What constitutes the best type of program seems to be a controversial issue at the present time. However, three types of programs which appear to be most popular are: (1) enrichment, (2) grouping, and (3) acceleration.

Most teachers prefer to provide *enrichment* for their gifted students. An enriched program can make available a variety of activities such as research projects related to class work and students' interests, extensive reading in certain areas, and enlightening field trips. "Enrichment, whether in the regular classroom or in a special class, is primarily a teaching procedure, while acceleration and grouping are essentially administrative techniques."<sup>4</sup>

*Grouping* is designed to provide a homogeneous class whereby extended curriculum changes and pedagogical variations can be made. It is means for providing a desirable environment for introduction of both methods and content.

*Acceleration* is the practice by which a gifted student can complete a school program in less time and at an earlier age than the "average" student. Proponents of this approach claim that it is essentially the

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<sup>4</sup>Dunlap, *op. cit.*, p. 161.

practice of advancing gifted students to a higher grade that will provide the additional challenge of more difficult work. Acceleration is one of the oldest procedures for accommodating gifted students.

There are obvious strengths and weaknesses in each of these proposals for treating the gifted as special students. It is generally the responsibility of the school administration to decide which procedure is most practical for a particular situation.<sup>5</sup>

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<sup>5</sup>J. Kough. Administrative provisions for the gifted. In B. Shertzer (Ed.), *Working with Superior Students: Theories and Practices*. Chicago: Science Research Associates, 1960. P. 157.



Providing Enrichment for Gifted Students  
Mrs. Griggs encourages investigation.



Students determine fabric characteristics.



Students discover qualities of yarn.





## MANAGEMENT UNIT FOR GIFTED JUNIOR HIGH SCHOOL STUDENTS

### Overview

In the past few years, increased emphasis in home economics has been placed on providing a challenging curriculum for the academically able student. As a result, the pre-professional aspect has emerged as a major purpose of secondary programs. It is recognized that special efforts are required to stimulate superior students and to encourage them to pursue further study for professional careers in home economics. In response to this challenge, a management unit plan has been developed for seventh and eighth grade levels. Even though the unit was planned for gifted junior high students, it can easily be adapted for high school students.

Technological advancements and changes in family life in contemporary society call for citizens who are equipped for new and demanding roles. Reflecting the changes in people's roles, home economics education has shifted focus from yesterday's emphasis on manipulative skills to today's emphasis on cognition (thought), especially in the areas of management and family relationships. This shift in focus has influenced the trend in home economics toward underlining the importance of management and treating it as an area of study by itself.



Miss Lucht and gifted students locate information on insurance during a study of money management.

## Organization

The process of curriculum planning takes into consideration the major goals of education, types of behavioral objectives, organization of content to meet these objectives, learning experiences related to content, and evaluation of outcomes--each contributing to the full development of the student. The structure of the management unit plan is built on behavioral objectives, which have been classified according to the taxonomies of educational objectives.<sup>1</sup> The statements of objectives consist of two parts, the desired behavior (indicated by italics) and the content.

Content related to the objectives is stated in the form of generalizations. Adjacent to the content are suggested learning experiences. They are not intended to stifle the teacher's creativity, but, rather, are suggestions--many which have been tried by the authors and found successful. Teachers may wish to develop additional experiences appropriate for their classes.

Suggested types of evaluation to measure the students' behavior follow the learning experiences. These, too, may be varied according to the teacher's experiences, the students involved, and the situation.

Included in the appendices are a variety of learning and evaluation devices that may aid in teaching the unit. For quick reference, page numbers of related sections of the unit plan are indicated.

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### <sup>1</sup>Taxonomy

B. Bloom, M. D. Engelhart, E. Furst, W. H. Hill, & D. Krathwohl. *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: David McKay, 1956.

D. Krathwohl, B. Bloom, & B. B. Masia. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. New York: David McKay, 1964.

E. Simpson. The classification of educational objectives. *Illinois Teacher of Home Economics*, 1966-67, 10(4), 110-144.



## TOPICAL OUTLINE OF UNIT

### GENERAL MANAGEMENT

- I. Goals, values, and standards in relation to management
  - A. Definition of terms
  - B. Relationships among goals, values, and standards
  - C. Identification of goals, values, and standards
  - D. Recognition of personal goals, values and standards
- II. Management as a means for achieving goals
  - A. Definition of management
  - B. Classification of resources
  - C. Steps in choice making
  - D. Process of management
- III. Management of human resources--time and energy
  - A. Changing social and economic conditions influencing time and energy management
    - 1. Technological advancements
    - 2. Increased wealth
    - 3. Women working
    - 4. Decreased size of family
    - 5. Eating out more frequently
  - B. Effective management of time
    - 1. Nature of time
    - 2. Importance of managing time
    - 3. Principles of time management
    - 4. General application of work curves
    - 5. Time plans
  - C. Effective management of energy
    - 1. Objective of energy management
    - 2. Types of fatigue
      - a. Physiological
      - b. Psychological
    - 3. Causes and symptoms of fatigue
    - 4. Methods of reducing fatigue
  - D. Work simplification--management of both time and energy
    - 1. Time and motion
    - 2. Skill in work activity
    - 3. Storage



## MANAGEMENT UNIT PLAN

### Grades 7 and 8--Designed for Gifted Students

#### I. Goals, values, and standards in relation to management--A. Definition of terms

##### OBJECTIVES

*Identifies* goals, values, and standards. (C-1.23 Knowledge of classifications and categories)

*Is aware* of goals, values, and standards. (A-1.1 Awareness)

##### CONTENT

Goals, values, and standards can be defined by their properties and attributes.

A goal is an end toward which a person works.

Goals are classified as short- or long-term.

Values are ideas of the desirable held strongly enough to influence behavior.

Examples of human values are: love, health, comfort, ambition, recognition, security, freedom, aesthetic appreciation, intellectual activity, personal improvement, social activity, and morality.

A standard is a criterion or set of criteria for a particular thing or area used as a basis of comparison.

##### TEACHING AIDS

Duvall, *Family Living*  
Unfinished stores (Appendix A).

##### LEARNING EXPERIENCES

Define goals, values, and standards. Keep a vocabulary list.

Relate by circular response one important accomplishment you hope to have made *ten* years from now.

Relate one important accomplishment to be made before the day is over. Distinguish between short-term and long-term goals.

Read unfinished stories (see Appendix A, pp. 425-427). Tell what is important to characters in stories.

View slides or pictures illustrating various phases of family life. What seems to be important to these people? How can these values be classified?

Debate social problems involving dating, petting, necking, going steady. Emphasize how standards influence behavior.

Discuss standards and how they relate to age, quality of work, dress, and living.

EVALUATION: Note individual responses to the unfinished stories. Observe students' reaction to the debate.

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## I.B. Relationships among goals, values, and standards.

## OBJECTIVES

*Comprehends* the relationships among goals, values, and standards. (C-2.00 Comprehension)

## CONTENT

Values tend to be broad and comprehensive; goals are influenced by values and are more definite and specific; standards are also influenced by values and assist in setting goals.

## TEACHING AIDS

Starr, *Management for Better Living*.

## LEARNING EXPERIENCES

Write minute dramas of personal or family type situations emphasizing the interrelationship of goals, values and standards (see Appendix B, p. 428).

Identify and analyze goals, values, and standards in these paragraphs from both the observers' and participants' points of view.

Discuss the following situations:  
 "How can the Joneses live in that run-down little house and yet buy a new car every year?"  
 "The Smiths have a strange idea of budgeting. They wear thread-bare clothes, collect hand-me-downs for the children, and yet take off every summer for an extensive five-week vacation in Hawaii."

EVALUATION: Note students' ability to identify and analyze goals, values, and standards. Quiz students briefly on the meaning and relationship of goals, values, and standards.

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## I.C. Identification of goals, values, and standards.

### OBJECTIVES

*Demonstrates concern* for the importance of identifying values, goals, and standards. (A-3.1 Acceptance of a value)

*Demonstrates skill* in distinguishing the differences among goals, values, and standards.

### CONTENT

Values, goals, and standards are interrelated forces influencing the use of resources in making a decision.

Awareness of values, goals, and standards contributes to the attainment of satisfying life.

### TEACHING AIDS

Fleck, Fernandez, & Munves,  
*Living With Your Family.*

EVALUATION: Collect and examine students' projected description of their lives for clues to their aspirations. Note how realistic they are in expectations.

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### LEARNING EXPERIENCES

Complete individual predictions:

"Write a projective description of what your life will be like ten years in the future. Include all of the things that you hope to have accomplished and tell why they are important to you."

## I.D. Recognition of personal goals, values, and standards.

### OBJECTIVES

*Develops a plan* for regulating life in accordance with one's personal goals, values, and standards. (A-4.2 Organization of a value system)

*Develops the ability* to determine whether personal goals, values, and standards are consistent with behavior. (C-6.00 Evaluation)

### CONTENT

Values, goals, and standards vary with the individual.

Values and standards provide a basis for choosing goals.

Setting goals is a continuous process.

Attainment of goals is facilitated if goals are flexible and consistent with a person's abilities and resources.

### LEARNING EXPERIENCES

Review magazine articles about young "hippies" whose values, goals, and standards vary from their parents. How can these varying attitudes be accounted for?

List ways in which one's values, goals, and standards differ from those of parents and best friend.

Analysis of a person's behavior and verbalizations contributes to the identification of his goals, values, and standards.

An individual's values, goals, and standards are influenced by human and material resources and cultural background.

#### TEACHING AIDS

Newspaper and magazine articles.

Examine list to determine how many of these have changed within the past year, especially goals. What effect did values and standards have on bringing about change in goals?

Develop an interview form and interview parents regarding their goals at the time of their marriage. What goals were accomplished? Analyze situation with parents to determine human and material resources employed to reach goals. What goals were changed? What influenced changes in goals during the course of marriage?

EVALUATION: Note students' ability to assess their goals, values, and standards. Appraise students' participation in interviews with parents.

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- II. Management as a Means for Achieving Goals--A. Definition of management.  
B. Classification of resources.

#### OBJECTIVES

*Knows* meaning of specific terminology. (C-1.11 Knowledge of terminology)  
*Comprehends* the process of management. (C-2.00 Comprehension)  
*Accepts* the process of management as a means for achieving goals. (A-2.2 Willingness to respond)

#### CONTENT

Management is the process of using resources to achieve goals.

The process of management includes conscious planning, controlling, and evaluating.

Resources, classified as human and material, are available means for achieving goals.

Human resources are time, energy, interests, abilities, skills, knowledge, and attitudes.

Material resources are money, material goals, and public facilities.

#### LEARNING EXPERIENCES

Read a reference on general management.

Define management and resources. List specific resources and classify as human or material. Discuss ways of increasing both types of resources.

Read "Help" and "What Now" (see Appendix C, pp. 429-430), and develop a time plan for Judy.



## TEACHING AIDS

Gross & Crandall, *Management for Modern Families*.

EVALUATION: Quiz students briefly on meaning of management and resources. Collect and check time plans.

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## II.C. Steps in choice making.

## OBJECTIVES

*Comprehends* steps in choice making. (C-2.00 Comprehension)

## CONTENT

Choices are influenced by the range of possibilities afforded by the situation.

Each choice involves a factor, or factors, which serve as determiners of the choice.

Steps involved in choice making include deciding what problem one is facing, determining objectives for this situation, exploring alternatives, anticipating outcomes of each alternative action, and selecting an action which meets the objective.

## LEARNING EXPERIENCES

List restricting factors in daily activities with which one must comply; list another set of factors with which one has free choice. If a choice is possible, what must one be aware of in order to make a decision? What influences a decision?

Write minute dramas about the most important decisions one will have to make in the future. Include objectives, alternatives, and outcomes.

## TEACHING AIDS

Raines, *Managing Livingtime*, Part III, Chapter 1, "Using Time and Energy Effectively."

EVALUATION: Collect and examine minute dramas for insight into students' thoughts concerning their future. Have students rate themselves on their ability to perceive their future.

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## II.D. Process of management.

### OBJECTIVES

*Recognizes* the process of management as a means of achieving goals. (C-4.30 Analysis of organizational principles)

*Revises judgments* and changes behavior in light of the management process. (A-5.0 Characterization by a value or value complex)

### CONTENT

The steps of management occur logically, but there is overlapping.

Planning is thinking logically of future action.

Planning can contribute to interest in and understanding of how a job is to be done.

Planning enables a person to work out ways of using his resources to reach his goals.

Awareness of resources enables one to make decisions concerning their total use.

Controlling occurs while action is taking place.

Controlling includes initiating, sustaining, directing, guiding, and adjusting action in making use of resources.

Evaluating is reviewing and making judgments concerning what has already taken place.

### LEARNING EXPERIENCES

Participate in panel discussion concerning the type of resources (time, money, energy) available to teenagers.

Role play how teenagers who lack knowledge of management principles handle their time, money, and energy.

Make a list of all proposed purchases for a week.

Develop a flexible spending plan to help accomplish desired goals. After week is over, evaluate the plan. If dissatisfied, determine how it could have been improved to meet goals.

### TEACHING AIDS

Raines, *Managing Livingtime*, Part II, Ch. 1, 2, & 3.

EVALUATION: Students rate their ability to manage money.

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## CONTENT

## LEARNING EXPERIENCES

Evaluation includes consideration of standards and goals, use of resources, the process of management, and individual managerial abilities.

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Prepare a "Declaration of Goals, Values, and Standards for Today's Teenagers." Publish in the school paper.

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III. Management of human resources--time and energy--A. Changing social and economic conditions influencing time and energy management.

## OBJECTIVES

*Knows* the effects of changing social and economical conditions upon time and energy management. (C-1.22 Knowledge of trends and sequences)

*Comprehends*, from a personal point of view, the relationship between change and time and energy management. (C-2 Interpretation)

## CONTENT

## LEARNING EXPERIENCES

Changing social and economic conditions affect time and energy management.

Technological advances have eliminated many of the former homemaking tasks.

The increased wealth of the nation has changed many customs and tends to leave an individual with more personal time.

The working woman has less time for family-life activities; however, there is more time for workers to meet individual and/or family needs because of the shorter work week.

Less time is required for household activities because the family size is decreasing.

Participate in buzz groups to determine the effect of the following changes in social and economic conditions upon time and energy management:

1. Technological advancements.
2. Increased wealth (eating out more frequently; less production of goods in home; more consumption).
3. Women working.
4. Shorter work week.
5. Decreased size of family.

Report back to the class.

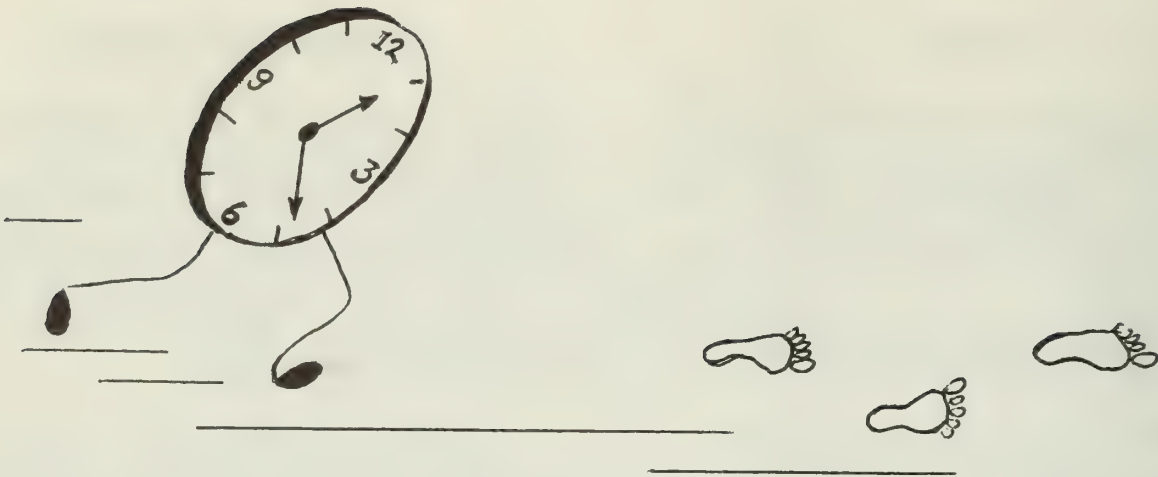
Interview older members of the family or community who have experienced the effect of these changing social and economic conditions. Report to class how interviewees feel these changes influenced their time and energy.

EVALUATION: Note student contributions in buzz sessions and reports to class on the effects of changing social and economic conditions upon society.

Observe sensitivity revealed when reports are made to the class concerning the interviews with older people.

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### III.B. Effective management of time--1. Nature of time.

#### OBJECTIVES

*Recognizes* the cosmological, biological, and psychological concepts of time.

(C-1.12 Knowledge of specific facts)

*Predicts* the probable behavior related to time concepts. (C-3.00 Application)

*Is aware* of time concepts held by individuals. (A-1.1 Awareness)

*Is sensitive* to people who value time differently than oneself. (A-1.2 Willingness to receive)

*Analyzes* the relationship between time concepts and the behavior exhibited. (C-4.20 Analysis of relationships)

#### CONTENT

Time is a unique resource in that each person has the same amount.

Time is easy to measure, but difficult to comprehend.

Clock time is based on the earth's movements in relation to the sun.

Biological time is related to cyclical occurrences within the body.

The psychological aspect of time involves personal perception of it passing rapidly or slowly.

The psychological aspect of time is related to the importance of the task being done.

The American culture highly values clock time.

#### LEARNING EXPERIENCES

Identify and discuss the basis of time concepts in the following statements:

1. "Your party was sure fun, Jackie. The time went so fast! I can't believe it is time to go home already," said Sally upon leaving the party. (Based on importance placed upon the activity.)
2. One can fly from Chicago to Los Angeles in four hours; however, the same trip by car would require several days. (Based upon the earth's movements.)
3. Adolescence is a time of great change for an individual, both internally and externally. (Based upon the "biological" time clock.)

Discuss: "America tends to be a clock-centered society; whereas, Mexico places more emphasis upon the person than the hour."

Lead question might be:

1. What behavior in each culture would support this generalization? What would not support it?
2. What difficulties are likely to arise in societies highly valuing each of these concepts?
3. Which would seem most desirable and why?
4. Individuals within a society differ in the value they place upon time. How does an awareness of these concepts relate to how one gets along with others?

EVALUATION: Students identify types of time concepts presented in short descriptive case situations or minute dramas.

Note student responses to the questions regarding the statement that America tends to be a clock-centered society. Be especially concerned with how an awareness and sensitivity to time concepts held by others influences student relationships.

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### III.B. Effective management of time--2. Importance of managing time.

#### OBJECTIVES

*Knows* the importance of managing time. (C-1.12 Knowledge of specifics)  
*Is aware* of how personal time is spent. (A-1.1 Awareness)

#### CONTENT

One's use of time helps determine the worth of his life to himself and others.

Awareness of how personal time is spent can provide a realistic basis for developing a time plan.

#### LEARNING EXPERIENCES

Present short descriptions of well-known personalities who utilized principles of time management to reach success (e.g., Late President Kennedy, Leonard Bernstein). Discuss the methods of management these people employed which illustrate the importance of time.

## TEACHING AIDS

Gross & Crandall, *Management for Modern Families*, p. 243.

Think of personal friends, of people in the community, or other students who demonstrate time management principles in their lives. Discuss and determine similarities in conservation of time.

Discuss ways time management has added worth to life.

Make a one or two-day time schedule listing activities and time used for each. Classify these as "work, nonwork, or rest." (See Appendix D, p. 431.)

Graphically show the time spent for each activity on a circle which has been equally divided into 24 units--each representing an hour of the day. Then answer the questions concerning the schedule. (See Appendix E, p. 432.)

EVALUATION: Observe students' attitudes toward the worth of time management.

Examine time schedules listing the amount of time spent in various types of activities and the manner in which the students evaluated the days' activities.

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### III.B. Effective management of time--3. Principles.

#### OBJECTIVES

*Knows* principles of time management. (C-1.31 Knowledge of principles and generalizations)

*Analyzes* people's roles in terms of time management principles. (C-4.30 Analysis of organizational principles)

#### CONTENT

Realistic management of time is based upon one's goals, values, and resources.

Doing work that has to be done more quickly and effortlessly leaves extra time and energy for doing things one wants to do.

Filling odd moments with mimi-jobs leaves more time for things one wants to do.

#### LEARNING EXPERIENCES

Discuss John Lagemann's article, "How to get more work done," which lists some generalizations concerning management of time and examines attitudes toward work.

Role play a situation where a tyrannical boss strictly enforces such rules as no talking, no music, only one 3-minute coffee break, etc. Role play the same type of situation,



Good working conditions and facilities conserve both time and energy.

Personal attitudes influence the amount of time necessary to complete a task.

Breaking down complicated tasks into parts tends to make them seem easier.

#### TEACHING AIDS

##### Books:

Hoole, *The Art of Homemaking*, "Meet the Minute," pp. 48-63.

##### Magazines:

Lagemann, "How to Get More Work Done," *Reader's Digest*, May 1967, 90 (541), pp. 85-87.

but with an understanding, sociable, and fair superior. Indicate the probable work output and the attitudes of the employees in each case. Discuss the relationship between work output and environmental conditions.

Discuss the quote by Arthur Brisbane, "Our success depends not only on the use of our time, but also on the use of its by-product, the odd moment." What times would be considered odd moments? List activities that could be completed during the odd moments.

Read and analyze the poem, "The Old Sailor" by A. A. Milne, which emphasizes the state of affairs likely to result when one does not complete a task before starting another.

Discuss the "Twenty-Minute Plan" or the "Fifteen-Minute Plan" or the "Thirty-Minute Plan," in which one would allow himself a set amount of time for completing specific tasks. What are the advantages of this plan? Upon what theories is it based?

EVALUATION: Note evaluation of the article by John Lagemann.

Observe role playing situations of the effects environment tends to have upon production.

Note the analyses of the poem, "The Old Sailor," in relationship to the effects of unfinished tasks.

Note discussion of the short time plan.

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## III.B. Effective management of time--4. General application of work curves.

## OBJECTIVES

*Comprehends* the concept of a work curve. (C-2.10 Translation)

*Forms generalizations* about efficient time management based upon a knowledge of the work curve. (C-4.20 Analysis of relationships)

## CONTENT

A work curve is the measurement of a person's production over a certain period of time.

A desirable work curve is one in which the warming-up period is represented by a steep line which shows that the worker adjusted quickly and maintained a high plateau before production decreased.

## TEACHING AIDS

Gross & Crandall, *Management for Modern Families*, "Tools in Time Management," pp. 225-232.

## LEARNING EXPERIENCES

Listen to teacher present the concept of a work curve using posters or chalkboard to illustrate the graph. Discuss the value of the work curve to the employer.

Form generalizations based upon the work curve that apply to the homemaker. (See Appendix F, p. 433.) Evaluate them according to significance to the homemaker and to home-making tasks. (Would homemaker be likely to apply these generalizations? To what specific tasks would each most appropriately apply?)

Perform an experiment to collect data for a work curve by selecting a simple task that can be done over and over for a period of time and plotted on a graph (e.g., ironing towels, handkerchiefs, shirts, etc.; peeling fruit or vegetables; washing windows; hemming a raw edge). To obtain data with any validity and reliability:

1. The nature of the task should be simple.
2. The output (or production must be measured in units that can be plotted on a graph.
3. The task must be performed for a significant length of time.
4. The experiment should be performed several times.

EVALUATION: Note students' responses to generalizations based upon a knowledge of the work curve.

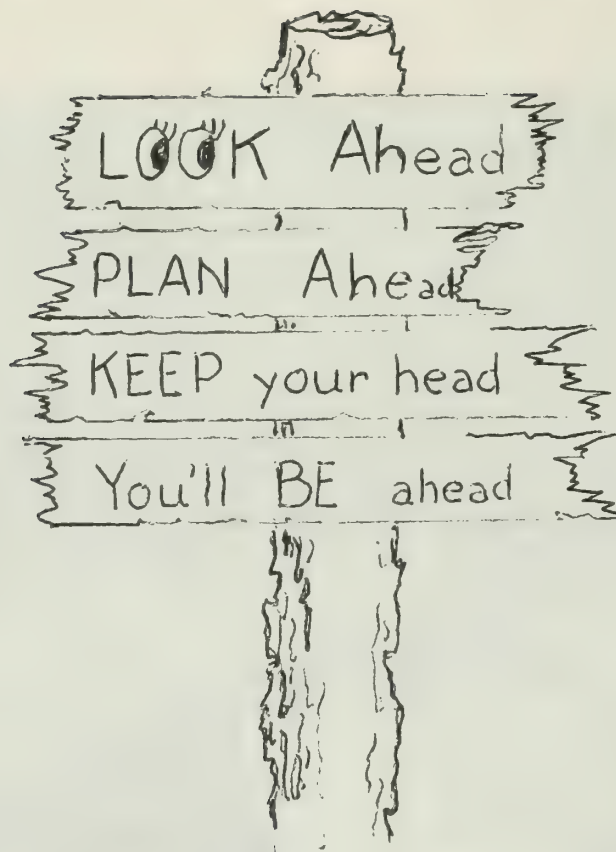
Observe students' participation in the experiment, their findings, and conclusions.



Gifted students collect data for a work curve.  
Output and production are plotted on a graph  
in Miss Lucht's class.

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### III. B. Effective management of time--5. Time plans.

#### OBJECTIVES

*Formulates* a concept of time required for activities based upon previously developed schedules. (C-5.30 Derivation of a set of abstract relations)

*Desires* to organize a plan for managing time to meet one's goals. (A-3.1 Acceptance of a value)

*Designs* a time plan suited to one's own needs. (C-5.20 Production of a plan, or proposed set of operations; A-4.2 Organization of a value system)

#### CONTENT

Planning is the preparation of a proposed procedure and includes setting goals, planning ways to meet goals, and evaluating progress toward goals.

Clearly defined plans help one accomplish goals.

Recognizing and providing for fixed commitments is the first step in preparing a time plan.

#### LEARNING EXPERIENCES

Again, look at the time schedule kept for a previous day. (See Appendix D, or Part III.B.) Also, examine other time plans. Refer to these for guidance in making a time plan for a future day. (The same forms can be used as when making the time schedule.) Guidelines for making the plan include:

1. State the goals for the day toward which to work.

A realistic time plan allows for flexibility.

Evaluation of the plan upon completion can lead to new learnings for later experiences.

#### TEACHING AIDS

Starr, *Management for Better Living*,  
Part II.

2. List all fixed commitments, the amount of time needed for each, and the time of day each should be done.
3. Determine which goals have not yet been met and provide time for accomplishing them.
4. Formulate a specific, yet simple, plan.
5. Check to provide for a balance of time allotted to each type of activity.
6. Carry out (control) the plan and evaluate it according to:
  - a. How closely was the plan followed?
  - b. When and why did flexibility play a role?
  - c. Were the goals for the day met?
  - d. What would be done differently if the process were to be repeated?

EVALUATION: Compare the individual goals and fixed commitments with the actual time plan. Note the simplicity, completeness, and flexibility of the plan, as well as the student's evaluation.

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### III.C. Effective management of energy--1. Objectives of energy management.

#### OBJECTIVES

*Recognizes* changing ideas related to time and energy management. (C-1.22 Knowledge of trends and sequences)  
*Is able to predict* the attitudes toward energy management that will prevail in the future. (C-2.30 Extrapolation)  
*Comprehends* the relationship between contemporary living and attitudes toward energy management. (C-4.20 Analysis of relationships)

#### CONTENT

#### LEARNING EXPERIENCES

The traditional objective of energy management places great value upon conservation of this resource.

Discuss the value of energy management and the changing attitudes toward it.

Changing social and economic conditions have influenced the concern for energy management.

List general social and economic conditions affecting the change in the attitudes toward energy management (e.g.):

The aspect of energy management that is gaining consideration today is the relationship between psychological energy exerted and fatigue.

1. Mechanization of household chores.
2. More wives and mothers working.
3. Shorter work week.
4. National problem of obesity.

Participate in a panel discussion on the relation of the factors mentioned to attitudes toward energy management.

Think about the predictions made concerning one's life in the future (see p. 401). What would seemingly be the attitude toward energy management at that time?

EVALUATION: Note ingenuity of student response and ability to support answers.

---



### III.C. Effective management of energy--2. Types of fatigue. 3. Causes and symptoms.

#### OBJECTIVES

*Is familiar* with both physiological and psychological types of fatigue.

(C-1.23 Knowledge of classifications and categories)

*Knows* the symptoms of each type of fatigue. (C-1.23 Knowledge of classifications and categories)

*Analyzes* cases to determine causes of each type of fatigue. (C-4.20 Analysis of relationships)

*Predicts* the type of fatigue that would seem to occur when performing various tasks. (C-3.00 Application)

*Detects* types of fatigue in oneself and others. (A-2.2 Willingness to respond)

#### CONTENT

Fatigue results in a reduced output of work.

Physiological fatigue is directly related to the amount of actual energy exerted by the body in performing a task.

Psychological fatigue involves feelings of tiredness that are not necessarily related to the physical energy exerted.

Psychological fatigue is rather vague because of the inability to objectively measure feelings.

Boredom and frustration are examples of psychological fatigue.

Boredom frequently results when there is much repetition of the same activity.

The job itself, a desire to be doing something other than what one is presently engaged in, or something unrelated to what one is doing are causes of frustration.

Symptoms of boredom include: discontent, yawning, restlessness, a desire to quit, a feeling that time passes slowly, and blaming environment for feeling of tiredness.

#### LEARNING EXPERIENCES

Discuss answers to the question, "What makes you tired?" Teacher lists these on the chalkboard in two columns with no titles--physiological causes in one and psychological causes in the other. Determine the relationship between the two columns. (Depending upon the students, it may be necessary to define psychological and physiological.)

Define the two types of psychological fatigue: boredom and frustration. Refer back to the list on chalkboard and classify each. Determine causes and symptoms of each type and supply examples, e.g.,

1. The job itself--the inexperienced person whose first pie fell short of success may feel fatigued.
2. Competition between what one is presently doing and what one would like to do--the high school girl who has to babysit when the Home Economics Club is practicing for the fashion show.
3. Something entirely unrelated to what one is doing--worry over a friend's serious accident may make dusting seem very tiring.

Symptoms of frustration include: irritability, feeling of everlasting fatigue, and no sense of accomplishment; the individual often lays the blame for his conditions on himself.

Discuss the relationship between the amount of physical energy exerted and the degree of tiredness that results.

#### TEACHING AIDS

Gross and Crandall, *Management for Modern Families*, Ch. 9.

EVALUATION: Note student response to questions and student ability in defining terms related to the study of fatigue.

Paper-and-pencil test for students to identify the types of fatigue which are probable results of specific tasks. (See Appendix G, p. 434.)

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#### III.C. Effective management of energy--4. Methods of reducing fatigue.

##### OBJECTIVES

*Knows* the major principles of conserving energy (or reducing fatigue).

(C-1.31 Knowledge of principles and generalizations)

*Relates* the principles of energy management to specific tasks. (C-3.00 Application)

*Analyzes* situations to determine method of conserving energy.

(C-4.10 Analysis of elements)

*Demonstrates* correct and incorrect methods of conserving energy.

(P-3.2 Guided response--trial and error)

*Performs* techniques of conserving energy in everyday life.

(P-5.1 Resolution of uncertainty)

*Applies* the principles of energy conservation to everyday living.

(A-3.2 Preference for a value)

##### CONTENT

Adding interest will reduce monotony and usually increase production.

Simplifying, eliminating, rearranging, and combining motions can reduce the energy necessary for completing a task.

##### LEARNING EXPERIENCES

Discuss:

Housecleaning is frequently mentioned by homemakers as being both tiresome and disliked. Some of the reasons given are:

1. Must be done repeatedly.
2. Monotonous.
3. Requires time.
4. Usually done alone.

## TEACHING AIDS

Gross and Crandall, *Management for Modern Families*, Ch. 9 & 10.

What reasons are suggested as causes for fatigue and dislike? List some guidelines that are likely to make housecleaning more desirable, e.g.:

1. Listen to music.
2. Vary jobs.
3. Work with family.
4. Have short rests.
5. Analyze situation (knowledge often leads to greater understanding of feelings).

Define the term "body mechanics" and discuss its relation to physical fatigue. List tips for applying major principles of body mechanics.

1. Keep body parts in alignment.
2. Use muscles effectively.
3. Incorporate rhythm.
4. Consider center of gravity.
5. Take advantage of momentum.

Think of tasks that can be done in the classroom that would illustrate each. Divide into five groups; each group illustrate the point to class through an actual activity. Remainder of class evaluate the demonstration.

Sketch stickmen with heavy marking pen or pencil on a piece of plain paper to illustrate desirable and undesirable methods of doing a task. Identify the principles being used. Tack finished sketches on bulletin board after each has been discussed. (See examples of students' sketches, Appendix H, pp. 435-437.)

EVALUATION: Note suggestions for making housecleaning more enjoyable.

Observe demonstrations for correct procedures in doing tasks.

Check student sketches for correct choice and direct application of body mechanics principles.

Quiz on principles of body mechanics (see Appendix I, pp. 438-439.)

---



### III.D. Work simplification--management of both time and energy.

#### OBJECTIVES

*Knows* the definition of the term "work simplification." (C-1.11 Knowledge of terminology)

*Analyzes* the relation of thought management to the utilization of time and energy. (C-4.20 Analysis of relationships)

*Recognizes* the role of standards in work simplification. (C-4.10 Analysis of elements)

#### CONTENT

Work simplification is the reduction of time and/or energy to perform a set amount of work, or completing more work with a given amount of time and energy.\*

Application of energy management principles usually results in conservation of time; application of time management principles usually results in conservation of energy.

Principles of work simplification are influenced by personal standards.

Applying principles of work simplification contributes to reduction of both physiological and psychological fatigue.

#### LEARNING EXPERIENCES

Discuss and analyze the following verse:

She's busy as a beaver,  
Yet gets so little done,  
Lacks a moment for enjoyment,  
Cause she's always on the run.  
(L. L. Lucht)

How can a person be busy and yet not feel any measurable accomplishment? What suggestions can be made that would seem to eliminate this feeling of little accomplishment? According to this verse and the discussion, what is meant by "thought management"?

Listen to teacher explain the meaning of work simplification.

Divide into buzz groups to discuss the manner in which work simplification is influenced by standards in the following areas:

1. Food preparation.
2. Cleaning.
3. Home decorating

EVALUATION: Note comments and analysis of verse and the application of work simplification to specific tasks.

---

\*Adapted from Gross and Crandall, *Management for Modern Families*, p. 277.

---

D. Work simplification--management of both time and energy--1. Time and motion.

OBJECTIVES

*Knows* methods of measuring the time and motion in the performance of tasks.

(C-1.25 Knowledge of methodology)

*Interprets* data gathered in time and motion studies. (C-2.20 Interpretation)

*Measures* the time and motion used to perform a task. (C-3.00 Application)

*Analyzes* data from time and motion studies to determine methods for conservation of time and motion. (C-4.10 Analysis of elements)

*Plans* a study on the efficiency of a specific method used in performing a task. (C-5.20 Production of a plan, or proposed set of operations)

*Evaluates* the efficiency study. (C-6.10 Judgment in terms of internal evidence)

CONTENT

Study and observation of a task can lead to insights in conserving time and energy.

The process, operation, and flow or pathway used in performing tasks can be investigated by diagramming the steps.

Time and energy can be conserved by eliminating, combining, rearranging, or simplifying motions.

TEACHING AIDS

Gross and Crandall, *Management for Modern Families*, Ch. 10.

Starr, *Management for Better Living*, p. 156.

LEARNING EXPERIENCES

Invite an Industrial Manager to speak on the value of and techniques employed in studying time and motion in industry.

Observe and time a task being performed. Analyze the steps to determine if it can be improved and how. Repeat the same task with the recommendations

Examine a moving picture film of a person exemplifying poor performance. Film may be rerun to critically analyze the situation. Make suggestions for improvements and have one student demonstrate.

Examine charts on time and motion studies. Tack several large diagrams on the bulletin board for reference in discussion.

Divide into groups of 3 or 4. One perform a task while the others note and diagram the process, operation, and flow of work. Examine diagram and determine where improvements can be made. Test the experiment and diagram a second time.

Work in twos or threes to gather data for a task in which each has a desire to improve management. Each examine individual data, make recommendations for improvements, test proposed methods, and evaluate the study.

EVALUATION: Note student recommendations and suggestions for conserving time and energy.

Examine students' individual projects.

---

D. Work simplification--management of both time and energy--2. Skill in work activity.

#### OBJECTIVES

*Understands* the relation of skill in work activity to work simplification. (C-4.20 Analysis of relationships)

*Relates* skill to the quality of the end product. (C-4.20 Analysis of Relationships)

*Formulates* a general sequence of steps to follow in acquiring skill. (C-5.30 Derivation of a set of abstract relations)

*Examines* personal qualities to determine aptitudes for developing skill. (A-3.1 Acceptance of a value)

*Develops* a personal plan for acquiring skill in areas of need. (A-4.2 Organization of a value system)

#### CONTENT

Awkward time-consuming motions which often cause frustration or psychological fatigue can be decreased when skill is gained.

Three primary factors necessary for acquiring skill include: knowledge and ability, desire, and procedure.

#### TEACHING AIDS

Gross and Crandall, *Management for Modern Families*, pp. 310-312.

#### LEARNING EXPERIENCES

Compare a woman who has prepared many different foods with one who has not. What significant differences could probably be noted between the two? How much time was used and what amount of energy was exerted--comparatively speaking?

Brainstorm for ideas on steps to take in gaining skill or in teaching a skill, such as:

1. Explanation.
2. Demonstration.
3. Initiative or encouragement.
4. Practice.
5. Observation.
6. Analysis.
7. Correction or improvement.



Repetition of trial and error, analysis, and practice is a method in which skill can be achieved.

List personal skills. What were the methods used in gaining these skills? List tasks in which personal skill needs to be developed.

Propose a personal plan for developing skill, explaining all the procedures and stating the reasons for each. (A high level of thinking is required for a well-structured plan.)

EVALUATION: Note the differences mentioned between a woman with skill and one with less competence, or without skill. Note students' ability to perceive steps one goes through in developing skill.

Examine students' personal plans for developing or improving skill.

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## III.D. Work simplification--management of both time and energy--3. Storage.

## OBJECTIVES

*Knows* the principles of storage. (C-1.31 Knowledge of principles and generalizations)

*Applies* knowledge of storage principles in arranging kitchen and personal items. (C-3.00 Application)

*Desires* to improve storage of personal items. (A-3.1 Acceptance of a value)

*Develops* a plan for storage of personal items. (A-4.2 Organization of a value system; C-5.20 Synthesis--Production of a plan, or a proposed set of operations)

## CONTENT

Suggestions for storage, based on time- and energy-saving principles, include:

1. Storing items within sight and reach.
2. Locating items according to their first use.
3. Placing articles in relation to frequency of use.
4. Positioning articles according to their weight.

Checking items to be stored and deciding where to store them is a basis for determining storage requirements.

Installation of space-saving devices also saves time.

## TEACHING AIDS

Booklets:

"Household Storage Unit," Small Homes Council, University of Illinois Bulletin, v. 50, No. 42, Jan., 1953.

## LEARNING EXPERIENCES

Quiz on where one would place particular items in the kitchen, giving a reason for each choice. (Select items and questions that will lead to identification of storage principles.)

Remove items from a kitchen unit and replace, giving adequate reasons for each choice.

Discuss devices that can be used to save space. Find pictures illustrating some of these. Determine the practicality of each and for what situations they would be best suited. Pictures can be mounted and put on bulletin board with title, "A Place for Everything, and Everything in Its Place."

Each student make a list of personal items to store and draw a floor plan of her room. Specify where each item is to be placed and briefly state a reason for the decision.

EVALUATION: Paper-pencil quiz in which listed items are arranged in a kitchen. (See Appendix J, pp. 440-441.)

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## APPENDIX A

(Refer to p. 399)

### Unfinished Stories by Carolyn Wax

#### Donna's Dilemma

Donna wanted to crawl in a hole. Sometimes she felt like screaming. Sometimes she thought it might help if she just laughed. But mostly she wanted to cry. Why was it that just because she usually got better grades on her papers than the others, Miss Brown asked her to do this and do that and then something else. She didn't think she was any better than the other kids. Sally could draw better. Janet could sing better. But Miss Brown always chose Donna to be her helper. Mark called her "teacher's pet." Jeff asked, "How do you do it Donna? Let us in on the secret!" The last time Miss Brown asked her to take a note to the office she heard Patricia whisper, "There she goes again. Why is she in so good with the teacher?" On the way home from school, even Sally, her best friend, had warned, "You're asking for trouble, Donna. You know the kids don't like a teacher's pet. Everybody knows you're Miss Brown's favorite. The fact is everyone is jealous. But they won't tell you that. They'll just keep teasing and giving you a bad time. I don't know what you should do, but you're smart. You can think of something."

Things were getting worse. Yesterday Miss Brown had given back their history tests and announced to the whole class, "Donna was the only one with a perfect paper." Donna could have died! Then to top it off she had asked Donna to help her put up a new bulletin board. As Donna pinned up the pictures, she wanted to cry. She could hear the whispers and the giggles from her classmates sitting behind her.

It was the day of the all-school spelldown. The winner went to the district contest and spent the day with kids from all over the county touring the big city. Donna had won last year and was competing again. Her parents would be there, and Miss Brown was counting on her. She walked to school alone that day because she wanted to think. Her friends knew how much she would like to be in the district contest again. Maybe if she purposely spelled a word wrong and lost the contest, they would not be jealous of her anymore. Maybe if she lost on purpose Miss Brown would leave her alone for a while. But if she lost on purpose, she knew her parents would be disappointed, and she knew she would be disappointed in herself. What should she do?

### Decision for Russ

Russ and Rand were just a year apart. They were as much like twins as brothers could possibly be. There weren't many children on their street so they were friends as well as brothers. Russ remembered the sign language he and Rand had thought up so Mom couldn't understand. He remembered the times they would pretend to be asleep when Dad checked on them at night. Then when Dad left the room they would sneak out of their bunks and play Crazy Eight by the flickering night lights. Russ remembered when he went to kindergarten and Rand had to stay at home. Rand felt so left out and small. But Russ shared his school work with Rand. He told him all about everything that happened at school. Soon Rand was waiting eagerly each day for Russ to come home and share his school day with him.

Now Russ and Rand are in the fourth and fifth grades and as close as ever. One day at recess Russ was playing kickball with the boys. The ball rolled out of bounds and Russ chased it. He finally caught it near the alley by the school. He was shocked when as he glanced down the alley and saw Rand throw a rock through the window of his teacher's car and run quickly into the school building. It was good the recess bell rang because Russ couldn't think about the game anymore. He had trouble doing his math problems that afternoon, too. On the way home, he said to Rand, "Why did you do it Rand?" "What?" said Rand, innocently. "What!" said Russell. "Break the car window, that's what!" Surprised and ashamed that his brother knew, Rand tried to shrug it off. "Oh that," he said. "Miss Gordon made me sit in the hall for throwing a spit ball. I didn't do it. She's always blaming me for something I didn't do. I got mad, that's all!" Then, worried, Rand said, "Hey Russ, don't tell. Nobody knows but us. Who knows what Dad would do. Miss Gordon would really have it in for me if she knew. Please Russ, don't tell!"

Russ knew Miss Gordon was unfair to Rand. He wondered what she would do if she knew. And what would Dad do? Maybe he should try to forget it. But, breaking a window--could he forget it?

### A Choice for Chris

Chris arrived at school early Monday morning. As she walked into the classroom she saw a new girl. Miss Gibson said, "Chris, this is Lisa. She just moved to town last Friday. She came all the way from Texas." Chris had never known anyone from Texas but had always wondered if Texas was like all the western stories made it seem. She smiled and said, "Hi Lisa!" Lisa returned the "Hi" in a fascinating southwestern accent. The girls knew immediately they would get along fine. As they talked, Chris soon discovered girls from Texas were just like girls at home. Both Chris and Lisa liked to draw, had read the same books; they both kept a secret diary, and best of all, Lisa's new home was only a block away from Chris's house.

The rest of the boys and girls had come into the room and the girls' conversation was interrupted by Miss Gibson saying, "Class, we have a new member today. Lisa Day has just moved here from Texas." Lisa smiled shyly and said, "Ah am pleased to meet you all." To her surprise Chris heard a couple of boys mimmick Lisa's accent, and some of the girls snickered. Lisa



blushed, which seemed to cause more snickering and giggling. Miss Gibson didn't seem to hear the giggles and continued with the usual class routine.

When the recess bell rang, Chris had forgotten the giggles and began walking outside with Lisa. In the hall the boys began the teasing, "Ah am pleased to meet you all!" and "Is your Dad a real cowboy?" Then the girls giggled more. Chris was shocked at her friends being so rude. Out on the playground the girls began playing blue bell with the jump rope. When Lisa missed, someone said, "Don't you jump rope in Texas?" Someone else shouted "No, they just use rope for lassos!" Chris looked at Lisa. She could see Lisa was almost in tears. Chris thought that she should do something, but if she sided with Lisa, the crowd might turn against her, too. She knew how mean kids could be when they all stuck together. For her own good, Chris felt she probably should stick with them. Yet she knew Lisa desperately needed a friend right now. What should she do?

### Alan's Alternatives

Two summers ago Alan and Craig built a tree house. Except for the time they spent swimming, they "lived" in their tree house. They even slept there in their sleeping bags. They were real pals. Since the treehouse days, there have been weekend camp outs, summer camps, bike hikes, walks along the railroad track, snow forts, and trading special marbles and cars.

Now Alan and Craig are better buddies than ever. Alan plays pitcher and Craig catcher on their baseball team. They live next door to one another so it's easy for them to continue their workout even after team practice is over. Their first season they lost a few games, but won many, so after the last game the team celebrated by going on a picnic. The celebration came to a sudden end when Alan fell from a tree and broke his arm. The break was a bad one, and Alan wore a cast for a long time, leaving his arm very stiff. It looked as though baseball days were over until one day Craig said, "Come on pal. You can't give up just because of a stiff arm. We've got all winter to get that arm in shape."

Craig practiced patiently all winter with Alan. Finally Alan's pitching arm was working, and it was spring again. With it came tryouts for the team. The tryouts were tough, but once again Alan and Craig both made the team. Alan knew that without Craig's help he would never have made it! He wondered, "How do you say thank you to such a good friend?"

The boys were walking to school together on the day of the first game. They were hoping to be league champions this year. Suddenly Craig remembered! He'd forgotten to do his math assignment for the second time. Mr. Evans wasn't too pleased the first time he forgot but had said, "Well, bring it tomorrow, Craig." Now Craig said, "Listen Al. I forgot that math assignment again. You know what Mr. Evans said yesterday. Let me copy your answers quick before the bell rings."

Alan was disturbed. His best buddy copying, and copying was cheating. Yet could he let his friend down?

## APPENDIX B

(Refer to p. 400)

## Examples of Minute Dramas to Guide Students in Creating Their Own

## Minute Drama I

Scene: Sally and Mary are walking home from a leading department store.

Sally: Isn't this mini-skirt just the grooviest outfit you have ever seen? I can hardly wait to wear it to school tomorrow. (Sally counts her change from the purchase.) And look, Mary, the clerk charged me only \$4.00 instead of \$5.00! Now we can go down to McDonald's for a hamburger and a shake.

Pause

Mary: (With an unsure and questioning look on her face) Well - - - uh - - - h - - - h - - - h, gosh Sally . . . . Maybe you ought to give the money back to the lady. Besides I have to get home. Mom is sure to have dinner waiting for me!

What is the value presented here? \_\_\_\_\_

## Minute Drama II

Scene: Aunt Jane is being shown the house for the first time.

Aunt Jane: Linda and Joan have separate rooms. Looks to me like it would be better if they shared a room. If the girls shared a room, there would be only one room to furnish.

Mrs. Lee: I know it would be easier. However, you must understand that both Joan and Linda like to be alone sometimes. We think this is important, and they both need a room of their own.

What is the value presented here? \_\_\_\_\_

## Minute Drama III

Scene: Conversation between Joe and Sam in school corridor.

Sam: You know, Joe, I'll be so glad when I've finished high school and get a job. I can hardly wait to get a little dough in my hands instead of all those books these teachers expect us to read.

Joe: You may have a point, Sam, but I think I'll go on to school and be a veterinarian. Animals are so interesting, and there is so much I can learn about them. (Pause) Actually, I think reading is really enjoyable.

What are the values presented here? \_\_\_\_\_

## APPENDIX C

(Refer to p. 402)

## HELP!!

(Case Situation)

Judy, a busy career girl, dashed home from the office at five o'clock Friday afternoon. It was a hot, sticky day; and numerous appointments left not a moment to spare. Judy was tired and exhausted. In fact, she barely had time to swallow her scanty lunch of vegetable soup and a glass of milk.

"What I need," Judy thought to herself, "is a good, hearty, nutritious dinner to boost me on the way, but I've accepted a date at seven o'clock for the Fireman's Ball and I must shower and freshen up. I know we won't be eating out this evening, either."

After rummaging around in the kitchen, Judy found she had these foods on hand:

## In the Refrigerator

## Meats and meat substitutes:

Chuck roast  
Ground beef  
Eggs  
Chicken

## Dairy products:

Milk  
Cheese  
Butter

## Fresh fruits and vegetables:

Apples  
Peaches  
Carrots  
Lettuce  
Tomatoes  
Green beans

## In the Cupboard

Flour  
Sugar  
Spices  
Spaghetti  
Macaroni  
Wheaties  
Coffee and tea  
Rice  
Bread  
Canned peas  
Canned pork and beans  
Canned chicken noodle soup  
Canned fruit cocktail  
Box of Jello  
Instant vanilla pudding  
Chocolate cake mix

"How I will ever manage and still have my apartment in order by the time Jack arrives leaves me in a real quandary," signed Judy with a questioning look in her eyes.

## What Now?

Judy's neighbor, Sally, was taking care of a five-year-old niece on the evening of the Fireman's Ball. Her niece was an active little girl who loved to play with dolls--walking dolls, talking dolls, girl dolls, boy dolls, dolls whose eyes opened and closed, dolls that said "Ma Ma," old dolls, new dolls--just any kind of dolls, so Sally decided to get one of her dolls out of the storage closet.



Just as she was reaching for her favorite old Raggety Ann doll from the very top shelf, the chair on which she was perched slipped from under her. Sally tumbled to the floor and broke her ankle. At least, it sure felt that way. Immediately, she limped to Judy's apartment and frantically knocked on the door.

"Oh Judy," she said when Judy answered, "I just fell and I know I broke my ankle. No one is home except my niece, and I must see a doctor. Could you possibly take me?"

It is already 5:15 and Judy knows she has to be ready to go out by seven. She has just taken her shower, slipped into her lounge clothes, and is ready to start dinner--but here is Sally in distress and needing help immediately. All the physicians will have gone home for dinner, and the nearest hospital is three miles from the apartment. It will take at least an hour to get there and back during the rush hour. And Sally's niece--her parents live eight or ten miles away.

"Oh, what shall I do; oh, what shall I do?" thought Judy.

DIRECTIONS: Think about what you would do if you were Judy to adjust to this emergency.

Write a detailed time plan--beginning at 5:00 p.m. and ending at 7:00 p.m.--of what you would do if you were Judy. Before beginning the plan, answer the following questions:

1. What is/are Judy's specific goal/s for this time period?
2. According to this description, Judy seems to value:
3. What resources does she have available to her?
4. What might she fix to eat?

## APPENDIX D

(Refer to p. 408)

WHERE DID THE TIME GO?\*

Date \_\_\_\_\_

Name \_\_\_\_\_

TIME SCHEDULE - HOME ECONOMICS

Time	Record of the Activity	Work	NONWORK		Rest
			Nonrecreation	Recreation	
TOTALS					

\*Adapted from I. H. Gross & E. W. Crandall. *Management for Modern Families*. New York: Appleton-Century-Crofts, 1963. Pp. 242-3.

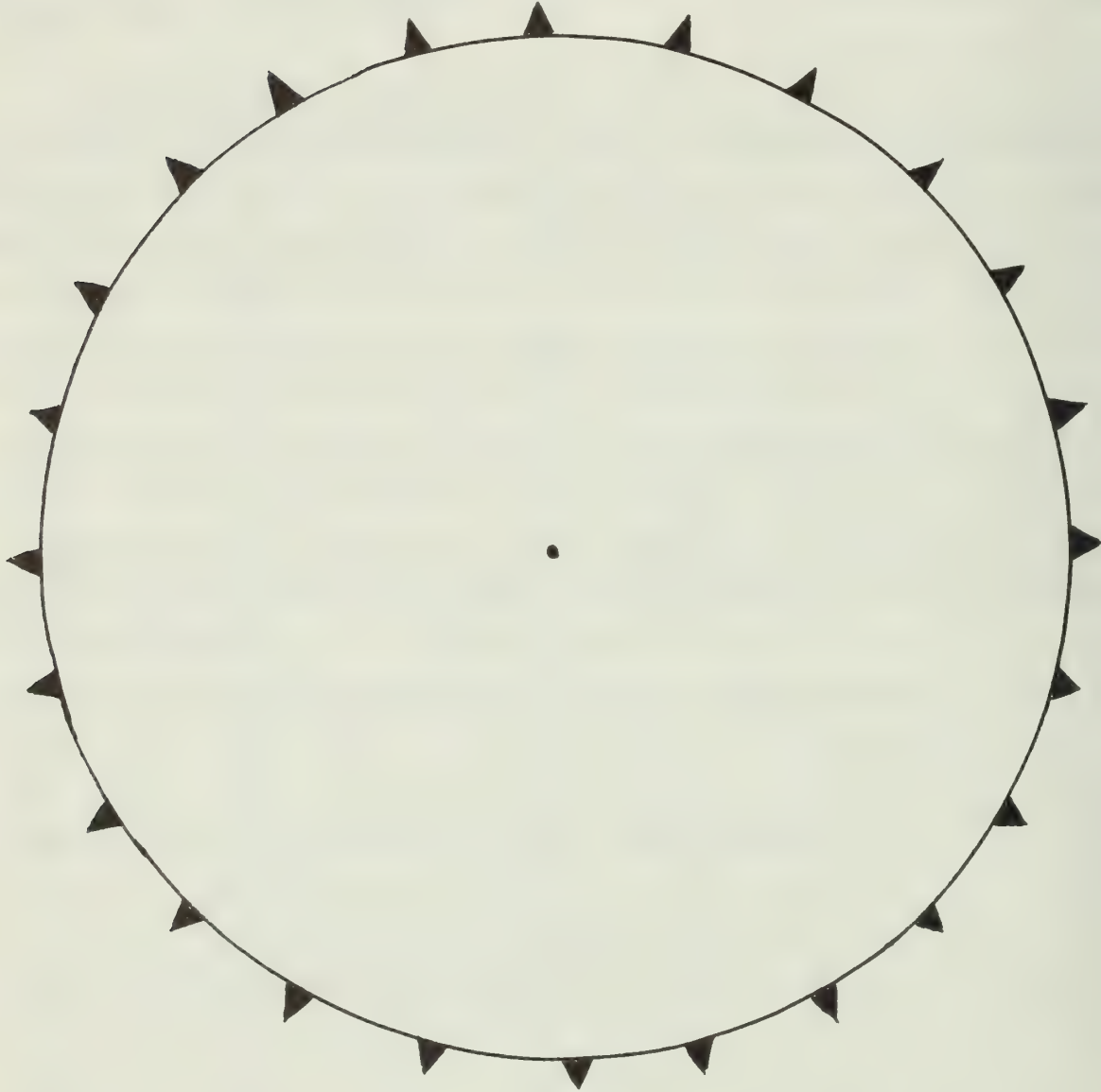
## APPENDIX E

(Refer to p. 408)

Name \_\_\_\_\_

## AROUND THE CLOCK

(Division of Day's Activities)



This circle is divided into 24 sections. Chart the total of your day's activities and label them accordingly.

Answer the following questions.

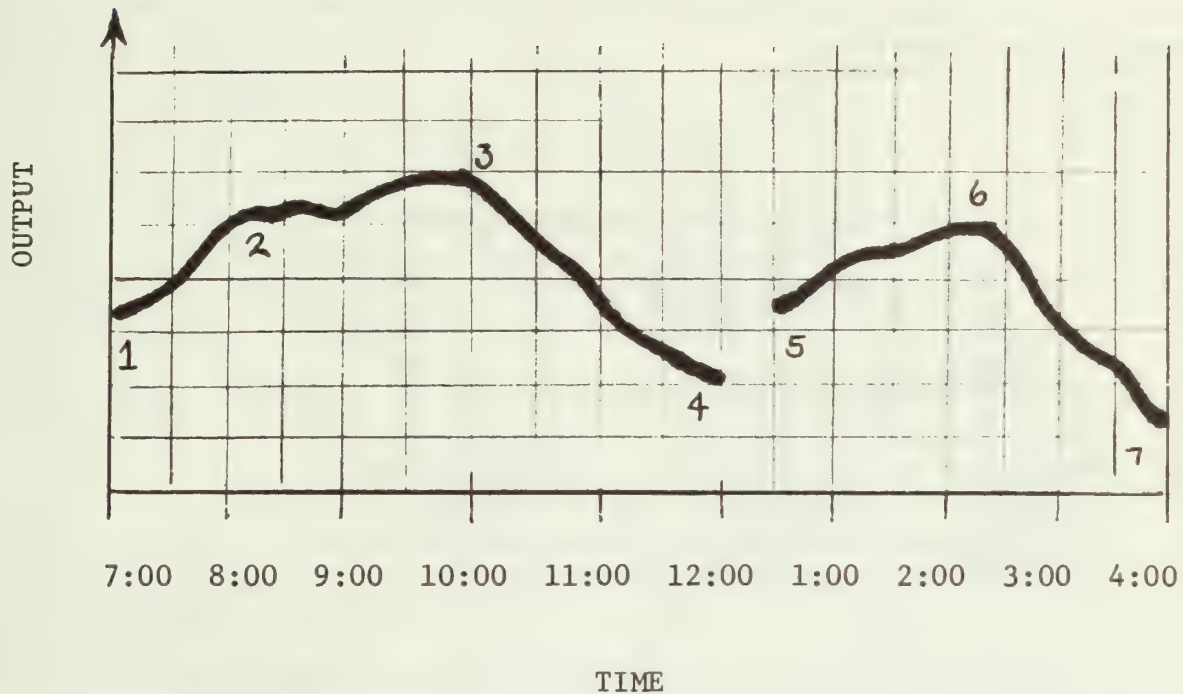
1. In what area is there an over-emphasis (if any) and how do you account for this?
2. What would you do differently if you could relive this day?



## APPENDIX F

(Refer to p. 409)

## TYPICAL WORK CURVE\*



- 1 to 2 Warming-up time
- 2 to 3 Level of high production
- 3 to 4 Major drop in production
- 4 to 5 Lunch
- 5 to 6 High production level after lunch
- 6 to 7 Steady decline

Researchers have gathered data in relation to employees' production or work output. Average of some of these statistics is plotted in the above graph.

Based upon the information supplied by this work curve, form generalizations or guidelines that can be applied to the homemaker. (Be cautious in forming generalizations--the data for the above work curve was gathered by doing the same task over and over.)

- 1.
- 2.
- 3.
- 4.

---

\*The work curve was adapted from: I. H. Gross & E. W. Crandall.  
*Management for Modern Families*. New York: Appleton-Century-Crofts, 1963.  
 p. 227.

## APPENDIX G

(Refer to p. 416)

Name \_\_\_\_\_  
Date \_\_\_\_\_

## QUIZ ON FATIGUE

DIRECTIONS: On the blank preceding each quote, write the letter of the Type of Fatigue it best describes.

## Types of Fatigue

- A. Boredom (Psychological)
- B. Frustration (Psychological)
- C. Physiological

## Quotes

- \_\_\_\_\_ 1. "There was an old sailor my grandfather knew  
Who had so many things that he wanted to do,  
That whenever he thought it was time to begin  
He couldn't because of the state he was in."  
A. A. Milne
- \_\_\_\_\_ 2. "This room is so hot. My eyes hurt and my head aches, and I am  
tired of folding clothes."
- \_\_\_\_\_ 3. "My arms are so sore from scrubbing floors that they are sure to  
fall off."
- \_\_\_\_\_ 4. "I wish I could go to the football game instead of cleaning this  
dirty room."
- \_\_\_\_\_ 5. "I tried setting in this zipper for the third time and it still  
isn't in right. Oh, is this disgusting!!"
- \_\_\_\_\_ 6. "Grandma, you shouldn't be washing windows. That is just too much  
work for you."
- \_\_\_\_\_ 7. "I thought the day would never end. I have polished so many pieces  
of silver that my eyes hurt from the glare."
- \_\_\_\_\_ 8. "Oh, my back aches from pulling those weeds out of the garden."
- \_\_\_\_\_ 9. "I'm exhausted. I have started a hundred-one things and haven't  
finished a single one, just because I've had a continuous stream  
of interruptions."
- \_\_\_\_\_ 10. "This room is such a mess that it makes me tired to even look at  
it."

## APPENDIX H

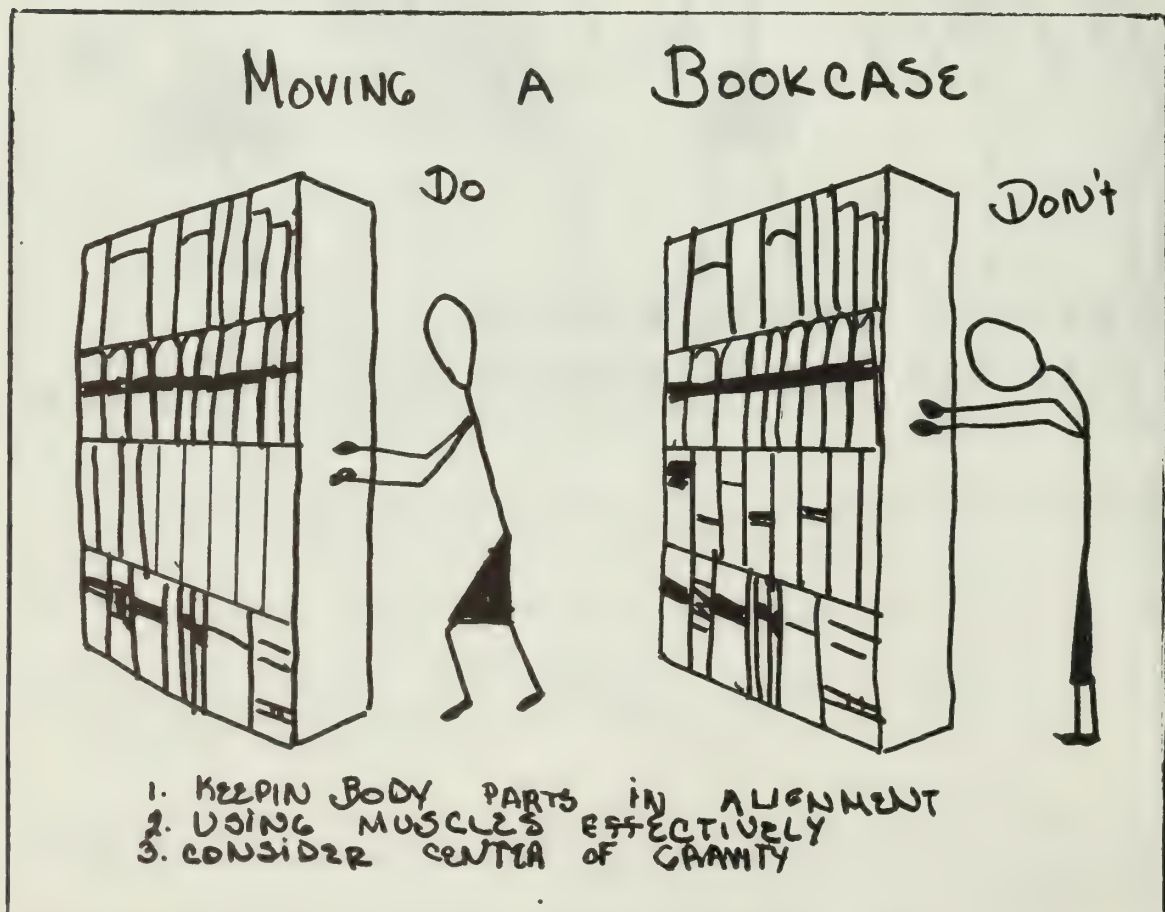
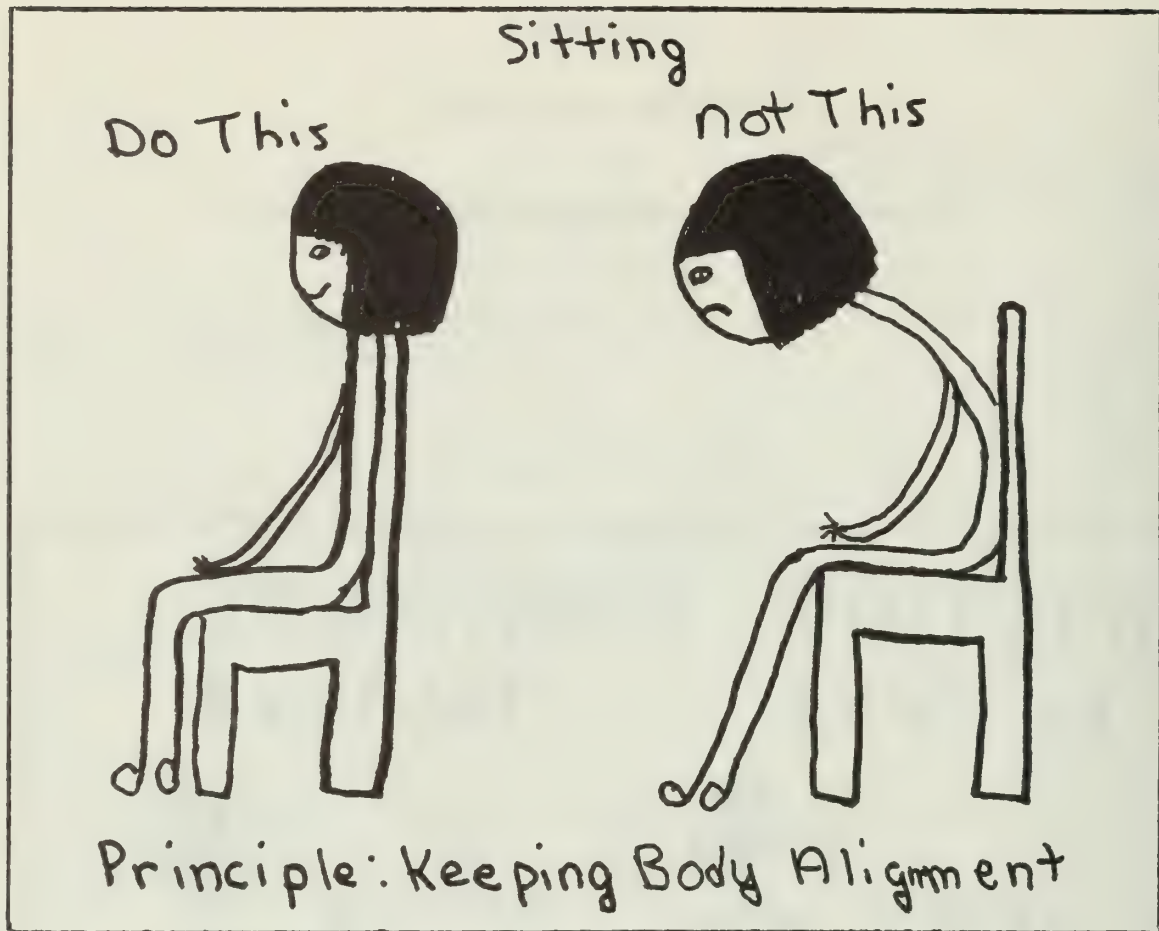
(Refer to p. 417)

## STUDENTS' ILLUSTRATIONS OF BODY MECHANICS\*



\*Drawings made by Linda Lou Lucht's class at University High School, Urbana, Illinois.





## Sweeping Dust

Do +his :

Not +his :



1. Stand straight

2. Use leg muscles, not back muscles

## APPENDIX I

(Refer to p. 417)

Name \_\_\_\_\_  
Date \_\_\_\_\_

## QUIZ ON PRINCIPLES OF BODY MECHANICS

DIRECTIONS: On the blank preceding each activity, write the letter of the one Principle of Body Mechanics that would likely save maximum amount of energy.

Circle the example of the best method of doing the activity.

## Principles of Body Mechanics

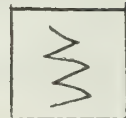
- A. Keeping body parts in alignment
- B. Using muscles effectively
- C. Employing rhythm
- D. Considering center of gravity
- E. Taking advantage of momentum

## Activities

\_\_\_\_ 1. Ironing



\_\_\_\_ 2. Polishing furniture



\_\_\_\_ 3. Moving a chest





\_\_\_\_\_ 4. Picking up a bucket



\_\_\_\_\_ 5. Standing



\_\_\_\_\_ 6. Washing windows



## APPENDIX J

(Refer to p. 422)

Name \_\_\_\_\_

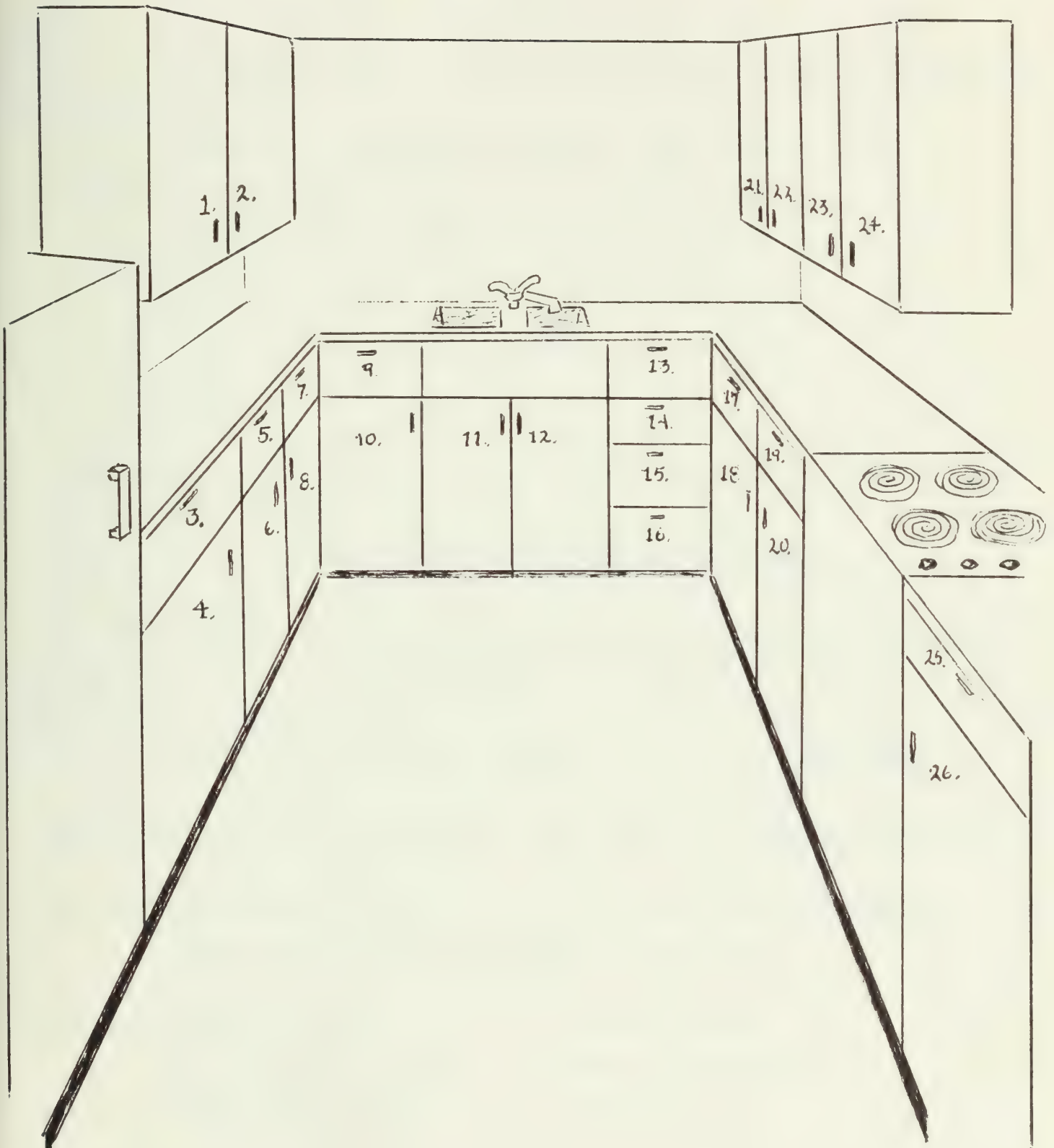
## KITCHEN ARRANGEMENT QUIZ

DIRECTIONS: Use the kitchen pictured on the following page to locate cabinets. On the blank preceding each item below, place the number of the cabinet in which it best fits. Briefly explain why each cabinet was chosen.

## Items to be Arranged

- \_\_\_\_\_ A. Tablecloths
- \_\_\_\_\_ B. Plates
- \_\_\_\_\_ C. Napkins
- \_\_\_\_\_ D. Cups and saucers
- \_\_\_\_\_ E. Casserole dishes
- \_\_\_\_\_ F. Sauce pans
- \_\_\_\_\_ G. Pancake turners
- \_\_\_\_\_ H. Wooden spoons
- \_\_\_\_\_ I. Bowl scrapers
- \_\_\_\_\_ J. Frying pans
- \_\_\_\_\_ K. Electric mixer
- \_\_\_\_\_ L. Measuring spoons
- \_\_\_\_\_ M. Center pieces (artificial flowers, candles, candle holders, etc.)
- \_\_\_\_\_ N. Rolling pin
- \_\_\_\_\_ O. Salt
- \_\_\_\_\_ P. Flour
- \_\_\_\_\_ Q. Dish towels
- \_\_\_\_\_ R. Detergent
- \_\_\_\_\_ S. Serving bowls
- \_\_\_\_\_ T. Can opener
- \_\_\_\_\_ U. Paring knives
- \_\_\_\_\_ V. Cereal
- \_\_\_\_\_ W. Vegetable brush
- \_\_\_\_\_ X. Flour sifter
- \_\_\_\_\_ Y. Cake pans

## KITCHEN ARRANGEMENT QUIZ







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